

# CTESTAR™ Course Curriculum Cross-Walk by Task

Pathway  
**Human Services**

Course  
**Early Childhood 1**

Instructor  
**Carol Emrich**

Number  
**90711-01**

Section  
**SC-1**

Host School  
**Saginaw Career Complex**

## **PERSONAL MANAGEMENT AND EMPLOYABILITY STANDARDS**

### **01.01 Demonstrate appropriate work habits and attitudes**

01.01.01 Practice ethical, responsible, and professional behavior	
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
CES.10.5	Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
01.01.02 Demonstrate regular and punctual attendance.	
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.
01.01.03 Complete assignments with minimum supervision and meet school/work deadlines	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
CES.7.2	Take personal responsibility for influencing and accomplishing group goals.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
01.01.04 Apply principles of resource management and develop skills that promote personal and professional well-being	
01.01.05 Maintain consistent effort	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.

CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
01.01.06 Demonstrate respect for self, others, and the organization	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.01.07	Describe employer-employee rights and responsibilities
01.01.08	Accept supervision and demonstrate continuous improvement towards one's goals in school and workplace settings
01.01.09	Comply with legal requirements to assure appropriate conduct (NCG VIII 1.1)
01.01.10	Consult and seek ethical and legal guidance to assure continued compliance (NCG VII 1.3)
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.
TEC.V.1	Analyze and interpret the impacts of differing ethical and legal standards in the age of global competitiveness.
TEC.V.3	Establish an action plan to solve a technology related problem and assess the plan applying ethical and legal principles.
TEC.V.4	Analyze current and emerging issues (e.g., ethical, social, environmental, legal, political, privacy) related to technology.
TEC.V.5	Identify and evaluate solutions for solving the ethical problems associated with using tools, equipment, materials, and processes in a technological problem.

TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
01.01.11	Apply legal requirements to prevent personal liability (NCG VIII 2.1)
01.01.12	Demonstrate knowledge of rules and policies of the Saginaw Career Complex and the Early Childhood program (PCP 01.01)
<b>01.02 Develop a career plan and prepare for employment</b>	
01.02.01	Investigate career options including entrepreneurship
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.

ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.02.02	Develop career goals based on interests, aptitudes, and research
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.02.03 Review/revise/plan goals on annual basis	
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.2.6	Continue the EDP process which includes an annual review with student and counselor and notification of parents.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
<b>01.02.04 Manage personal and career goals</b>	
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.02.05	Describe factors that contribute to job satisfaction and success
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
<b>01.02.06 Develop a resume</b>	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.02.07 Complete job application process	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
<b>01.02.08 Demonstrate interviewing skills</b>	
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.7	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.
CES.2.1	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).
CES.10.2	Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
<b>01.02.09 Apply career and labor market information to seek and obtain employment and/or pursue educational goals</b>	
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.

CES.2.6	Continue the EDP process which includes an annual review with student and counselor and notification of parents.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.02.10	Research availability of educational programs, financial requirements, and resources and complete an application process
CES.1.2	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.
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.4	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.
CES.1.5	Research how math is used in the workplace and make a presentation detailing the process.
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.9.10	Use technologies as tools for communication of technical or work-related information.
CES.10.8	Understand the need for lifelong learning in a rapidly changing job market.

ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
01.02.11 Participate in relevant conferences, workshops, mentoring activities, and inservice training to stay current with recent changes in the field (NCG IX 1.2)	
01.02.12 Compile a career portfolio (PCP 08.08)	
<b>01.03 Participate in work-based learning experiences</b>	
01.03.01 Use technology appropriate for the job	
01.03.02 Demonstrate positive work behaviors	
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
<b>01.03.03 Demonstrate positive interpersonal behaviors</b>	
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.7	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.
CES.2.1	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).
CES.10.2	Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
<b>01.03.04 Demonstrate safe and healthy work behaviors</b>	
<b>01.03.05 Adapt to changes in the workplace</b>	
<b>01.03.06 Practice skills in a chosen career path to gain familiarity with technical processes (NCG X 1.1)</b>	
<b>01.03.07 Develop list of written questions and interview a professional in the early childhood or related field.</b>	
<b>01.03.08 Maintain daily journal to summarize work-based learning experience</b>	

**01.04 Demonstrate oral and written communication skills**

01.04.01 Conduct formal/informal research to collect appropriate topical information	
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.04.02 Interpret oral and nonverbal communications of audience	
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.7	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.
CES.2.1	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).
CES.10.2	Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
<b>01.04.03 Demonstrate active listening during communications</b>	
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.7	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.
CES.2.1	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).
CES.10.2	Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
<b>01.04.04 Prepare and deliver presentations incorporating both appropriate verbal and nonverbal communication techniques</b>	
<b>01.04.05 Communicate using equitable and culturally sensitive language for a diverse audience</b>	
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).

CES.2.2	Explain the advantages and disadvantages of working for self and working for others, and being an employee of a large or small organization.
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
CES.9.8	Demonstrate effective use of a variety of on-line technological resources.
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
CES.10.7	Research availability of educational programs, financial requirements, and resources and complete an application process as appropriate for career goals.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.04.06 Using appropriate technology, prepare draft document using established rules for grammar, spelling and sentence construction	
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
01.04.07 Write business communication using appropriate format for the situation	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.

CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
<b>01.04.08 Utilize multiple technologies for written and presentation communications</b>	
CES.1.2	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.
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.4	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.
CES.1.5	Research how math is used in the workplace and make a presentation detailing the process.
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.9.10	Use technologies as tools for communication of technical or work-related information.

CES.10.8	Understand the need for lifelong learning in a rapidly changing job market.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text); pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
01.04.09	Synthesize and summarize information from reading material, articulating its major points and proposals
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.04.10	Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.3.2	Analyze and synthesize information and data from multiple sources.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.04.11	Use helpful communication techniques to support individuals and groups (e.g., conflict resolution, facilitation skills) ( NCG II 5.1)
01.04.12	Complete samples of children's records, accident report, toy and equipment order in legible form and accurately.
<b>01.05 Apply entrepreneurial skills</b>	
01.05.01	Evaluate the role of small business on local, state, national, and international economies
01.05.02	List the factors, including personal traits which contribute to the success of small business

01.05.03	Analyze the components of a successful business including planning and decision making, employee and equipment needs, and budgeting concerns
01.05.04	Analyze the relationship of customer service and customer satisfaction on the success of a business
01.05.05	Understand the need for life-long learning in a rapidly changing job market
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.7	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.
CES.2.1	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).
CES.10.2	Participate in work-based opportunities such as job-shadowing, mentorships, work experiences, apprenticeships, etc.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.05.06	Compare and contrast various types of childcare facilities. (PCP 09.01)
<b>01.06</b>	<b>Demonstrate teamwork and leadership skills</b>
01.06.01	Determine characteristics and management styles of effective leaders
01.06.02	Describe how cultural/ethnic difference affect leadership styles and interpersonal interactions/communications within a group
01.06.03	Determine the roles and responsibilities that leaders and members bring to an organization
01.06.04	Evaluate characteristics of effective teams and effective team leaders
01.06.05	Demonstrate team work
01.06.06	Practice effective meeting management
01.06.07	Practice decision-making process
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.2.2	Explain the advantages and disadvantages of working for self and working for others, and being an employee of a large or small organization.
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.

CES.3.2	Analyze and synthesize information and data from multiple sources.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
CES.9.8	Demonstrate effective use of a variety of on-line technological resources.
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
CES.10.7	Research availability of educational programs, financial requirements, and resources and complete an application process as appropriate for career goals.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

- 01.06.08 Work toward consensus by exchanging resources and resolving divergent interests
- 01.06.09 Assume leadership roles in team settings by communicating thoughts and ideas to justify a position, motivating others and delegating tasks
- 01.06.10 View accomplishments or failures of self and others accurately and in a positive manner
- 01.06.11 Review the organizational mission to develop organizational activities (NCG VII 1.1)
- 01.06.12 Participate in civic and community leadership teamwork opportunities to enhance skills (NCG VII 2.1)

**01.07 Demonstrate technological literacy and computation, data analysis skills for productivity in the workplace**

- 01.07.01 Select and use appropriate technology to organize, send and receive information
  - CES.5.14 View accomplishments or failures of self and others accurately and in a positive manner.
  - CES.5.15 Understand how to make improvements and ask for help from adults as needed.
  - CES.6.7 Utilize materials, tools, and processes to complete a task related to a career selection.
  - ELA.1.CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
  - ELA.1.CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
  - ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
  - ELA.1.CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
  - ELA.1.CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
  - ELA.1.CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
  - ELA.1.CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
  - ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
  - ELA.1.CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
  - ELA.1.CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
  - ELA.1.CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.07.02	Analyze the impact of technological changes on tasks, people, and society
01.07.03	Apply computation skills and data analysis techniques to make decisions and solve workplace problems
01.07.04	Select and use appropriate computation techniques to solve problems and determine reasonableness of results
01.07.05	Construct projections and trends from raw data, charts, tables, and graphs that summarize data from workplace situations
01.07.06	Use technology to access, manage, integrate, and create information
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
CES.6.7	Utilize materials, tools, and processes to complete a task related to a career selection.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
01.07.07 Understand the relationship of data and measurements to the problem	
01.07.08 Demonstrate effective use of a variety of on-line technological resources	
<b>01.08 Apply critical thinking skills to make decisions and solve workplace problems</b>	
01.08.01 Develop a plan to solve complex problems by gathering, selecting, and analyzing data	
CES.1.2	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.
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.4	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.
CES.1.5	Research how math is used in the workplace and make a presentation detailing the process.
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.9.10	Use technologies as tools for communication of technical or work-related information.
CES.10.8	Understand the need for lifelong learning in a rapidly changing job market.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
01.08.02	Identify and allocate available resources (e.g., time, money, material, facility, & human)
01.08.03	Demonstrate the ability to adapt new information to changing situations and requirements
01.08.04	Combine ideas or information in new ways, make connections, reshape goals in ways that reveal new possibilities to solve problems
CES.1.2	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.
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.4	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.
CES.1.5	Research how math is used in the workplace and make a presentation detailing the process.
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.2.1	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).
CES.9.10	Use technologies as tools for communication of technical or work-related information.
CES.10.8	Understand the need for lifelong learning in a rapidly changing job market.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
01.08.05	Develop an inventory record-keeping system to maintain dates and information in a systematic fashion
01.08.06	Provide services aligning with human development principles to meet individual needs (NCG X 3.1)
<b>01.09 Illustrate how social, organizational, and technological systems function</b>	
01.09.01	Draft and interpret an organizational chart
01.09.02	Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services
01.09.03	Understand how changing a component of a system impacts the whole system
<b>01.10 Maintain safe and healthful working conditions and environment</b>	
01.10.01	Work in accordance with employee rights and responsibilities and employer obligations concerning occupational safety and health
01.10.02	Assess types and sources of workplace hazards
01.10.03	Follow procedures for hazards in the workplace/school
01.10.04	Practice environmental conservation and safety
01.10.05	Adhere to policies and regulations for health and safety

**TECHNICAL FOUNDATIONS**

**02.01 Relate guidance strategies to behavior and learning within the classroom.**

02.01.01	Demonstrate positive methods of communication to use with children
02.01.02	Describe strategies to manage learning areas.
02.01.03	Direct behavior using positive methods of guidance to enhance child's self-discipline
02.01.04	Use knowledge of child development and positive communication to guide children in learning appropriate behavior

**02.02 Demonstrate understanding of growth and development in young children.**

02.02.01	Identify developmental characteristics of infants
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
02.02.02	Identify developmental characteristics of toddlers
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
02.02.03	Identify developmental characteristics of preschoolers
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
02.02.04	Identify developmental characteristics of school age children
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
02.02.05	Summarize short articles dealing with child development, care, and education verbally and in writing.

ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.02.06	Demonstrate knowledge of developmental purpose of early childhood toys and equipment
02.02.07	Describe effect of brain development on child's growth and learning.
02.02.08	Identify characteristics of special needs classifications
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
02.02.09	Present information on a special need
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
02.02.10	Identify forms and signs of abuse.
<b>02.03 Observe and evaluate children's performance, behavior, and social development</b>	
02.03.01	Observe and record children's behaviors and interactions
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
02.03.02	Conduct specific developmental activities with an assigned child
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
02.03.03	Record observations of case study's activities and interactions
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.03.04	Prepare a case study report
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
02.03.05	Recognize factors which influence child's behavior.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
<b>02.04 Create activities designed to promote physical, cognitive, social, and emotional development</b>	
02.04.01	Plan activities using a lesson plan and knowledge of child development

ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
<b>02.04.02 Plan and prepare appropriate art and creative activities.</b>	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
<b>02.04.03 Plan and prepare appropriate gross motor activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.04 Plan and prepare appropriate imaginative play activities.</b>	
<b>02.04.05 Plan and prepare appropriate manipulative play activities.</b>	
<b>02.04.06 Plan and prepare appropriate sensory activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.07 Plan and prepare appropriate musical and movement activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.08 Plan and prepare appropriate science activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.09 Plan and prepare appropriate pre-math activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.10 Plan and prepare appropriate language development activities.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.11 Plan and prepare appropriate snack.</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.12 Perform the duties of lead teacher using prepared materials and lesson plans</b>	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
<b>02.04.13 Compile a resource file of appropriate thematic ideas</b>	
<b>02.04.14 Demonstrate teamwork in planning and presenting content area information</b>	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

ELA.2.CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

**02.04.15 Prepare a bulletin board**

02.04.16 Create learning activities that incorporate diversity represented by students, children, families, and community

ELA.1.CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

**02.05 Demonstrate strategies for developing literacy in young children**

02.05.01 Present children's songs and fingerplays

02.05.02 Read and critique children's literature

ELA.3.CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

ELA.3.CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

ELA.3.CE 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

ELA.3.CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

02.05.03 Prepare and present effective storytelling activities (flannel board, extension, puppet)

ELA.1.CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

ELA.1.CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

02.05.04 Identify functions of play and age-appropriate activities

ELA.1.CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

02.05.05 Prepare and present small group game

ELA.1.CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

**02.06 Develop program management awareness**

02.06.01 Design a floor plan for an early childhood center using knowledge of child development and licensing standards

ELA.1.CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

02.06.02 Interpret licensing rules for various age groups.

02.06.03 Apply licensing rules to the management of a preschool program.

**02.07 Demonstrate methods to maintain family and community involvement**

02.07.01 Use computer software to develop parent notifications and newsletters.

TEC.II.3 Retrieve, communicate, organize, evaluate, and manipulate information using a technological system (voice, data, video, graphics, etc).

02.07.02 Greet parent, family member, and community member when they enter classroom or preschool.

02.07.03 Participate in parent-related activities

ELA.3.CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

ELA.4.CE 4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).