

CAREER-RELATED LEARNING STANDARDS

Adopted December 1998

The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem in the classroom or career-related learning experiences. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria have been drafted for local assessment of the CRLS for the CAM. The CRLS are aligned with the Career and Life Roles Common Curriculum Goals at grades 3, 5, 8, and 10. This document and more information is available on the Department's web site at www.ode.state.or.us/go/newspaper.

STANDARD	CRITERIA	STANDARD	CRITERIA
PERSONAL MANAGEMENT (PM) Exhibit appropriate work ethic and behaviors in school, community, and workplace.	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks. CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions. CS.PM.04 Maintain regular attendance and be on time. CS.PM.05 Maintain appropriate interactions with colleagues.	TEAMWORK (TW) Demonstrate effective teamwork in school, community, and workplace.	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork. CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
PROBLEM SOLVING (PS) Apply decision-making and problem-solving techniques in school, community, and workplace.	CS.PS.01 Identify problems and locate information that may lead to solutions. CS.PS.02 Identify alternatives to solve problems. CS.PS.03 Assess the consequences of the alternatives. CS.PS.04 Select and explain a proposed solution and course of action. CS.PS.05 Develop a plan to implement the selected course of action. CS.PS.06 Assess results and take corrective action.	EMPLOYMENT FOUNDATIONS (EF) Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.	CS.EF.01 Apply academic knowledge and technical skills in a career context. CS.EF.02 Select, apply, and maintain tools and technologies appropriate for the workplace. CS.EF.03 Identify parts of organizations and systems and how they fit together. CS.EF.04 Describe how work moves through a system. CS.EF.05 Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems. CS.EF.06 Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation. CS.EF.07 Explain and follow health and safety practices in the work environment. CS.EF.08 Explain and follow regulatory requirements, security procedures, and ethical practices.
COMMUNICATION (CM) Demonstrate effective communication skills to give and receive information in school, community, and workplace.	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.02 Listen attentively and summarize key elements of verbal and non-verbal communication. CS.CM.03 Give and receive feedback in a positive manner. CS.CM.04 Read technical/instructional materials for information and apply to specific tasks. CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately. CS.CM.06 Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	CAREER DEVELOPMENT (CD) Demonstrate career development skills in planning for post-high school experiences.	CS.CD.01 Assess personal characteristics related to educational and career goals. CS.CD.02 Research and analyze career and educational information. CS.CD.03 Develop and discuss a current plan designed to achieve personal, educational, and career goals. CS.CD.04 Monitor and evaluate educational and career goals. CS.CD.05 Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

TECHNOLOGY COMMON CURRICULUM GOALS

Adopted March 2002

Technology is one of many tools that students have at their disposal as they engage in the learning process. Educational technology is the application of technology to the teaching and learning process. Technologically literate students access and acquire knowledge, exchange ideas and opinions, solve problems, and create, innovate and express themselves through the skillful use of a variety of technologies. As with any other tool, technology should be used by students when its use will increase understanding and enhance learning.

As technology filters out to every aspect of our society, it is essential that students not develop technological skills in isolation. Rather, technology should be integrated into every content area. By providing access to information, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

COMMON CURRICULUM GOALS

- TG.01 Demonstrate proficiency in the use of technological tools and devices.
- TG.02 Select and use technology to enhance learning and problem solving.
- TG.03 Access, organize, and analyze information to make informed decisions, using one or more technologies.
- TG.04 Use technology in an ethical and legal manner and understand how technology affects society.
- TG.05 Design, prepare, and present unique works using technology to communicate information and ideas.
- TG.06 Extend communication and collaboration with peers, experts, and other audiences using telecommunications.

CONTENT STANDARDS AND BENCHMARKS

School districts may establish their own content standards in technology.