Alignment of the Career and Life Role Common Curriculum Goals
with
Career-Related Learning Standards

Oregon Department of Education
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Alignment of the Career and Life Role Common Curriculum Goals with Career-Related Learning Standards

Career and Life Role Education

Career and life role education prepares students to integrate the demands of six life roles (i.e. individual, learner, producer, consumer, family member, and citizen) into family, community, and workplace settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn") and career development ("learning to work").

Career and life role education is at the heart of Oregon's efforts to provide each student with a personalized, active, and meaningful education from pre-kindergarten through high school. It recognizes that meaningful and effective education prepares each student not only for academic success, but also for life as a whole. In schools, classrooms, and communities that promote "learning for personal and career development and for life roles," students have guided opportunities to gain self-understanding and to anticipate their futures.

Career and life role education recognizes that each student has interests, aptitudes, strengths, and goals that connect to learning both in and out of school. Students have opportunities to learn how the world of work is changing, how their interests and goals might find expression in various career paths, and what type of educational preparation is needed to pursue those paths. Students can bring their personal and career interests to learning experiences, and use each experience as an opportunity to further refine or re-think those interests.

Career and Life Role Common Curriculum Goals and Career-Related Learning Standards (CRLSs)
This document identifies the three components that frame overall career and life role education. These components help prepare students to meet the Career-Related Learning Standards (CRLSs) and prepare for further education and adult responsibilities.

1) Common Curriculum Goals: broad curriculum goals that frame the PreK-12 program of study.
2) Grade-Level Indicators: suggested age-appropriate learning that connects the common curriculum goals and the Career-Related Learning Standards.

3) Career-Related Learning Standards: knowledge and skills essential for students to succeed after high school in employment, further education, family and community life.

Student attainment of Career-Related Learning Standards will be most meaningful when learned and demonstrated through integrated, interdisciplinary approaches and meaningful hands-on activities. The opportunity to demonstrate career-related knowledge and skills in the context of accomplishing a task, explaining a problem, and discovering a solution helps prepare students for the complexity of adult responsibilities. As schools develop integrated career-related learning opportunities for students, the following factors should be considered:

- The Common Curriculum Goals are a required part of the PreK-12 curriculum in Oregon schools. Each student must have the opportunity to achieve the knowledge and skills identified in the Career and Life Role Common Curriculum Goals.
- The grade-level indicators at 3, 5, 8, and 10 provide guidance for school districts to develop and align learning opportunities. The indicators help prepare students to meet the Career-Related Learning Standards. Local school districts are encouraged to develop other indicators that help students prepare for adult responsibilities and a fulfilling future.
- Local school districts are encouraged to develop their own assessment process for the grade level indicators as a precursor to locally assessing student attainment of the Career-Related Learning Standards.
- In 2006-07, the CRLSs are required to receive a high school diploma and the Certificate of Advanced Mastery (CAM). Each student must have the opportunity to achieve the knowledge and skills identified in the standards.
- Assessment of the Career-Related Learning Standards is the responsibility of the local school district, but will be based on criteria approved by the State Board of Education. The Department of Education is working with pilot schools to develop proficiency and sufficiency guidelines for the CRLS assessments during the 2002-03 school year.

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Career and life role education helps students prepare to integrate the demands of six life roles (i.e., individual, learner, producer, consumer, family member and citizen) into family, community and work settings. Career and life role education helps students connect the personal side of their lives ("learning to live") to educational growth ("learning to learn") and career development ("learning to work"). Career and life role education is intended to be integrated across subject areas in school, community and workplace learning rather than a separate class. The Career and Life Role indicators at grades 3, 5, 8, and 10 provide guidance to school districts in preparing students to meet the Career-Related Learning Standards. The grade 3, 5, 8, and 10 indicators are not part of the required state assessment system. In 2006-07 the Career-Related Learning Standards will be a required component to receive a Certificate of Advanced Mastery (CAM) and a high school diploma.

Common Curriculum Goals	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	Benchmark 4 (Grade 10)	CAM and Diploma Career-Related Learning Standards
	INDICATORS	INDICATORS	INDICATORS	INDICATORS	STANDARD
PERSONAL MANAGEMENT **Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual, learner, producer, consumer, family member, citizen).**	Describe responsibilities of a student.	Describe the importance of personal responsibility and good work habits in the family, school, and community.	Demonstrate good work habits in various family, school, and community related tasks.	Take initiative to complete work in a responsible manner.	**Exhibit appropriate work ethic and behaviors in school, community, and workplace** <u>Criteria</u> • Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality. • Maintain regular attendance, and be on time. • Identify tasks that need to be done, and initiate action to complete the tasks.
	Identify the impact of one's own behavior on other individuals and groups.	Demonstrate how one's behavior impacts outcomes and consequences.	Recognize and explain the differences between socially responsible and socially irresponsible behaviors.		• Take responsibility for decisions and actions, and anticipate consequences of decisions and actions.
	Demonstrate skills and behaviors necessary to get along with others: respect, sharing, helping, and caring.	Identify potential sources of conflict with classmates and family members, and suggest strategies for resolving them.	Describe one's interactions with community authority figures, and identify how these interactions influence self and others.	Use verbal, nonverbal, and written communication skills to interact with classmates, teachers, family, and community members.	• Maintain appropriate interactions with colleagues.

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PROBLEM SOLVING **Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.**	Identify and describe a problem that exists in the classroom, school, or community. Describe how decisions affect self and others. Discuss how choices are made and what can be learned from making choices and accepting responsibility. Identify factors associated with making an important decision.	Present a problem's main idea with detail to show understanding of relevant issues. Examine alternative decisions and their impact on other individuals. Use decision-making and problem solving to complete a classroom project. Use information to select middle school electives and plan extra-curricular activities.	Select and use appropriate strategies to solve problems related to life roles. Distinguish between alternatives that involve varying degrees of risk. Use information to make decisions and solve problems related to family, school, and community situations. Use a prioritizing or decision-making process to select and plan high school course of study and extra-curricular activities.	Generalize problem-solving strategies to new contexts or situations. Resolve problems using techniques that include personal, social, and ethical considerations. Organize and process information and apply decision-making and problem-solving skills in school, real, or simulated workplace situations. Use decision-making skills to select a CAM focus of study.	**Apply decision-making and problem-solving techniques in school, community, and workplace.** Criteria • Identify problems, and locate information that may lead to solutions. • Identify alternatives to solve problems. • Assess the consequences of the alternatives. • Select and explain a proposed solution and course of action. • Develop a plan to implement the selected course of action. • Assess results, and take corrective action.

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COMMUNICATION* **Select and use appropriate communication strategies in family, school, community, and workplace settings.**	Explore the use of a variety of traditional and technological tools to acquire information. Demonstrative attentive listening by following instructions and asking questions. Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Use a variety of traditional and technological tools to gather information. Attentively listen to the ideas of others and ask clarifying questions. Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Use a variety of traditional and technological tools to transmit and receive information. Attentively listen to, record, and paraphrase the ideas of others Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet).	Use technology to process, create, and communicate information in multi-media presentations. Use interpersonal communications skills to receive verbal and non-verbal messages, recognizing personal and cultural differences. Read technical materials for information and application.	**Demonstrate effective communication skills to give and receive information in school, community, and workplace.** Criteria • Locate, process, and convey information using traditional and technological tools. • Listen attentively, and summarize key elements of verbal and non-verbal communication. • Give and receive feedback in a positive manner. • Read technical/ instructional materials for information, and apply to specific tasks. **(Continued)**

*Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.

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COMMUNICATION* **(Continued)** **Select and use appropriate communication strategies in family, school, community, and workplace settings.** **(Repeated from pg. 4)**	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, expository, imaginative, persuasive) and forms (e.g., essays, letters or business communications, research papers, technical reports) appropriate to audience and purpose.	**Demonstrate effective communication skills to give and receive information in school, community, and workplace.** **(Repeated from pg. 4)** • Write instructions, technical reports, and business communications clearly and accurately.
	Demonstrate some control of eye contact and speak at an appropriate rate and volume to request information or assistance.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.	Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	• Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.

*Some of these indicators at grades 3, 5, 8, and 10 reflect the standards and benchmarks listed in the English content area. The English Benchmarks are listed here to emphasize the importance of Communication in context to meet multiple CAM requirements.

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TEAMWORK **Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings.**	Describe how family members rely on one another, work together, and share responsibilities. Identify cooperative skills such as helping, sharing, explaining, and listening.	Identify behaviors that promote or interfere with group work (e.g., cooperation, compromise, good listening). Identify different individuals' contributions to team efforts in families and classrooms.	Identify roles and behaviors that contribute to team effectiveness in families, school, and the community. Examine one's own role and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).	Demonstrate interpersonal skills required for working cooperatively in teams. Use individual strengths and interests to accomplish team goals in multiple life role settings.	**Demonstrate effective teamwork in school, community, and workplace.** <u>Criteria</u> • Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
Understand the issues related to diversity in school, community, and workplace settings.	Recognize and appreciate the ethnic and cultural diversity found in one's school. Participate in a cooperative project with classmates.	Demonstrate the ability to work as part of a diverse group. Practice effective team skills including: involving all team members, attentive listening, and completing team tasks.	Explain how diversity contributes to school, community, and workplace teams. Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution).	Demonstrate respect and flexibility in team situations. Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals.	• Demonstrate skills that improve team effectiveness, (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

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EMPLOYMENT FOUNDATIONS **Integrate academic, technical and organizations knowledge and skills to work successfully in family, school, community, and workplace settings.**	Explain how learning in school relates to home, community, and careers.	Investigate the academic knowledge and technical skills needed in a variety of occupational groups.	Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.	Compare and contrast the academic knowledge and technical skills needed for achieving desired personal and career choices.	**Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.** Criteria • Apply academic knowledge and technical skills in a career context.
	Participate in the development of classroom rules and guidelines.	Describe the purpose of rules and guidelines in different life role settings.	Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.	Analyze laws and organizational rules to understand policies and practices.	• Explain and follow regulatory requirements, security procedures, and ethical practices.
	Identify uses of technology in home, community, and jobs.	Describe how technology affects personal, educational, and career/life goals.	Relate the use of technology to the achievement of personal, educational, and career/life goals.	Research and report on the impact of technology on personal, educational, and career/life goals.	• Select, apply, and maintain tools and technologies appropriate for the workplace.
	Demonstrate knowledge of good health habits, including healthy ways of dealing with conflict and emotions.	Identify personal sources of stress and conflict, and suggest strategies for managing them.	Demonstrate healthy ways to deal with stress and conflict.	Demonstrate knowledge and skills basic to maintaining physical and mental health.	• Explain and follow workplace health and safety practices in the work environment. **(Continued)**

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EMPLOYMENT FOUNDATIONS (Continued) **Integrate academic, technical, and organizational knowledge and skills to work successfully in family, school, community, and workplace settings. (Repeated from pg 7)**	Describe activities that promote safety in the home, school, community, and careers.	Identify potential safety hazards within the home, school, community, and careers.	Propose and test solutions to safety hazards within the home, school, community, and careers.	Identify and explain an individual's rights and responsibilities related to health and safety in home, school, and workplace.	**Demonstrate academic, technical, and organizational knowledge and skills required for successful employment. (Repeated from pg 7)**
	Explain how students, teachers, and aides working together contribute to a successful classroom.	Identify how work done by different parts of the school contributes to the school's total operation.	Compare and contrast simple systems and organizations, showing their common elements and relationships (e.g., families, schools, communities, and workplaces).	Explain the interdependence of the work of a department or section to other departments or sections within an organization.	• Identify parts of organizations and systems and how they fit together.
	Identify and follow classroom processes and procedures.	Identify productive and unproductive ways of functioning within family, school, and community settings.	Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others.	Demonstrate the ability to work effectively within the school, community, or workplace settings.	• Describe how work moves through a system.
	Identify recent changes in one's own neighborhood and school	Examine the cause and effect relationship of change in the neighborhood and school.	Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).	Identify reasons and strategies for making changes in the workplace.	• Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems. **(Continued)**

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EMPLOYMENT FOUNDATIONS (Continued) **Integrate academic, technical, and organizational knowledge and skills to work successfully in family, school, community, and workplace settings.** (Repeated from pg 8)	Demonstrate promptness, dependability, and getting along with others.	Demonstrate behaviors and skills (e.g., punctuality, dependability, getting along with others) that are important in various life roles.	Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks).	Demonstrate how habits and skills (e.g., punctuality, dependability, cooperation, collaboration, dress, and appearance) developed in school are transferable to a variety of settings.	**Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.** (Repeated from pg 8) • Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.
CAREER DEVELOPMENT **Develop skills to assess personal characteristics, interests, abilities, and strengths.**	Identify positive characteristics about self. Identify hobbies and activities of interest. Describe various roles in a person's life (e.g., friend, student, worker, family member).	Identify positive characteristics about self, personal interests, and abilities. Recognize how hobbies and interests may lead to a career interest. Identify the life roles that individuals experience (i.e., learner, producer, individual, citizen, consumer, and family member).	Describe the knowledge and skills needed for multiple life roles in relation to personal characteristics, interests, and abilities. Describe the interrelationship among family, career, and leisure decisions.	Select and explain the choice of an endorsement area that reflects personal characteristics, interests, and abilities. Describe how personal characteristics, interests, and abilities relate to career and life role choices.	**Demonstrate career development skills in planning for post high school experiences.** <u>Criteria</u> • Assess personal characteristics related to educational and career goals. (Continued)

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CAREER DEVELOPMENT (Continued) **Develop skills to assess personal characteristics, interests, abilities, and strengths.**	Describe one's role as an important member of family, community, and school groups.	Identify and describe the roles of families and communities in teaching and supporting their members.	Recognize the impact of family, career, and leisure decisions on various life roles.	Recognize and describe the challenges and conflicts that may arise in the process of simultaneously filling multiple life roles. Evaluate the relationship between potential career goals and other life role responsibilities.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 9)**
	Describe the jobs/occupations of parents, relatives, adult friends, and neighbors.	Develop skills to use career information.	Use family and community resources to explore personal and career goals	Use a variety of resources to research, analyze, and explore career options.	Criteria • Research and analyze career and educational information.
		Explore occupational groups in relation to hobbies, activities, and interests.	Demonstrate skills in locating, evaluating, and interpreting career information.	Utilize various classification systems for occupations, industries, career interests, and education and training programs in relation to a CAM focus of study.	
	Describe the relationship between work and learning.	Identify how the knowledge and skills taught in school subjects are used in broad occupational groups.	Recognize that interests, occupations, careers, and work may be organized and described in many different ways.	Describe the relationship between educational achievement and career planning.	
					(Continued)

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CAREER DEVELOPMENT (Continued) **Develop skills to assess personal characteristics, interests, abilities, and strengths. (Repeated from pg 10)**	Recognize how learning in school can be used in the home and community.		Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	Identify local and regional educational, employment, and career options. Identify factors that have influenced the changing career and life role patterns of women.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 10)**
	Describe why people plan for the future.	Demonstrate how to set and achieve short and long term goals.	Determine individual career exploration goals and develop plans to reach them	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities.	• Develop and discuss a current plan designed to achieve personal, educational, and career goals.
		Identify the relationship between educational planning, goal setting and future success.	Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	
					(Continued)

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CAREER DEVELOPMENT (Continued) **Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices. (Repeated from pg. 11)**		Select middle/junior high school electives based on interests and aptitudes.	Forecast a personalized four-year high school plan based on individual goals, interests, and tentative next steps after high school. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	Re-evaluate the personalized high school plan and revise as needed to meet evolving educational and career goals. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews.	**Demonstrate career development skills in planning for post high school experiences. (Repeated from pg. 11)** Monitor and evaluate educational and career goals. Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

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