

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington**



**LEADERSHIP IN FAMILY & EMPLOYMENT
(L.I.F.E. 101)**

Curriculum Guide

Approved by the Board: May 12, 2004

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403
Renton, Washington

A Philosophy of Education for the Renton Public Schools

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403
Renton, Washington

General Instructional Goals
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.

- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced

Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

LEADERSHIP IN FAMILY & EMPLOYMENT
Washington State Essential Academic Learning Requirements

LEADERSHIP IN FAMILY & EMPLOYMENT This Career and Life Skills class meets the Washington State Essential Academic Learning Requirements.	ARTS	COMMUNICATION	MATHEMATICS	SCIENCE	SOCIAL STUDIES	HEALTH & FITNESS	WRITING	READING
COURSE OBJECTIVES:								
Unit 1: Laying the Foundation	X	X			X	X	X	X
Unit 2: Looking at Ourselves	X	X			X	X	X	X
Unit 3: Understanding Ourselves	X	X			X	X	X	X
Unit 4: Presenting Ourselves	X	X			X	X	X	X
Unit 5: Getting It Together	X	X			X	X	X	X
Unit 6: Managing Our Money	X	X			X	X	X	X
Unit 7: Interactions With Others	X	X			X	X	X	X
Unit 8: Creative Thinking	X	X	X		X	X	X	X
Unit 9: Taking Responsibility	X	X	X		X	X	X	X
Unit 10: Relationships	X	X	X		X	X	X	X
Unit 11: Getting a Vision	X	X			X	X	X	X

LEADERSHIP IN FAMILY & EMPLOYMENT

Course History

Since the 1980's, Leadership in Family and Employment has been an exploratory course focused on introducing students to various aspects of home and family life that could be studied in greater detail in other Family and Consumer Sciences courses. Previous curriculum focused specifically on the areas of relationships, foods, clothing, housing, parenting and skills for work, school and home.

Several factors influence the need for an updated Leadership in Family and Employment curriculum. They include 1) Necessary alignment with Washington State's Essential Academic Learning Requirements, 2) Alignment with the Family and Consumer Sciences National Standards, 3) Advancements in technology, 4) Changes in American family habits (such as the decline in home sewing as a means for providing clothing), and 5) Differences in course offerings across the district (not all schools offer housing or interior design courses, for example), and 5) The Career and Technical Education emphasis on teaching skills identified by the Secretary's Commission on Achieving Necessary Skills (SCANS), 1991.

The scope of the curriculum, which contains an embedded leadership focus, remains exploratory and features a dual emphasis of preparing students for success in their remaining years in high school while readying them for success in family, career and community. In addition to relationship and resource management skills for home, school and work, the course covers foundational SCANS skills such as social and interpersonal skills, creative and critical thinking skills, and presentation skills, such as public speaking.

All curriculum materials meet or exceed the Washington State EALRs, and fit the OSPI curriculum framework for a Family and Consumer Sciences Leadership in Family and Employment course.

LEADERSHIP IN FAMILY & EMPLOYMENT

Program and Course Goals

The Leadership in Family and Employment curriculum is part of the Family and Consumer Sciences Program. The state mission for Family and Consumer Sciences is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Family and consumer sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships (OSPI).

The goals of the Leadership in Family and Employment curriculum include, but are not limited to the following. Students will:

- Understand the importance of building relationships
- Develop an understanding of self-concept and self-confidence
- Understand the internal qualities needed to be leaders in family, community and work settings
- Understand the tools of effective communication in family, school, community and work settings
- Define standards and understand how they affect values
- Write a personal mission statement
- Develop an understanding of the value of money and managing personal resources
- Understand peer pressure and evaluate ways to handle it
- Practice defending, rescuing and refusal skills
- Demonstrate an understanding of creative and critical thinking
- Practice team problem-solving skills
- Understand their responsibility for their own thoughts, attitudes and actions
- Identify ways to make family relationships more meaningful
- Understand the responsibilities of parenting
- Explore career options
- Practice presentation skills
- Develop a variety of social and interpersonal skills

LEADERSHIP IN FAMILY & EMPLOYMENT
Course Scope and Sequence

Unit 1. Laying the foundation

- A. Getting acquainted
- B. Introductory speeches
- C. Course Goals

Unit 2. Looking at ourselves

- A. Self Concept
- B. First Impressions
- C. Self-Confidence for Leaders

Unit 3. Understanding ourselves

- A. Emotional Intelligence
- B. Persistence and optimism
- C. Self-Awareness
- D. Self-Control and Empathy
- E. Social and Interpersonal Skills
- F. Self-Motivation

Unit 4. Presenting Ourselves

- A. Public Speaking
- B. Image
- C. Public vs. Private Self

Unit 5. Getting it Together

- A. Values and Standards
- B. Principles

Unit 6. Managing Our Money

- A. Free enterprise
- B. Debt and Credit
- C. Buying a Car
- D. Buying a Home
- E. Budgets
- F. Savings

Unit 7. Interactions with Others

- A. Peer Pressure
- B. Defending Skills
- C. Rescuing Skills

Unit 8. Creative Thinking

- A. Lateral Thinking
- B. Problem Solving

Unit 9. Taking Responsibility

- A. Thoughts
- B. Attitudes
- C. Actions
- D. Consequences

Unit 10. Relationships

- A. Family and Personal Relationships
- B. Improving the quality of relationships
- C. Family Dynamics
- D. Parenting issues

Unit 11. Getting a Vision

- A. What leaders see
- B. Being proactive
- C. Developing our vision
- D. Career focus

LEADERSHIP IN FAMILY & EMPLOYMENT

Evaluation And Assessment

Assessment and evaluation in Leadership in Family and Employment will be conducted in a variety of methods to address the diversity in learning styles. Students will be expected to complete basic competencies that meet the Career and Life Skills identified by the course objectives and the Secretary's Commission on Achieving Necessary Skills (SCANS), 1993. Assessment and Evaluation may include, but not be limited to, the following:

- ❑ Participation in small and large group discussions
- ❑ Completion of student workbook
- ❑ Adherence to the class-formed social contract
- ❑ Self-evaluations
- ❑ 12 speeches (graded using a graduated method starting with being able to get in front of an audience and ending with evaluation of elements of speaking, including eye contact, hand gestures and speech components)
- ❑ Completion of a journal for reflection and analysis
- ❑ Completion of a portfolio
- ❑ Completion of an FCCLA star event, Student Body or Power of One project

LEADERSHIP IN FAMILY & EMPLOYMENT

Course Instructional Materials

Curriculum Guide:

Flippen, M.B., 2001. Teen Leadership: Developing Leaders for the Future. High School Course Leader's Guide.
FCCLA Materials

Miscellaneous:

Nerf balls
Timer for speeches
Video camera for taping speeches
Board games
Empty matchboxes
Stationery and envelopes
Various magazine articles

Possible Guest Speakers:

Trainers, salespeople (to discuss the importance of communication and presentation in the professional world)
A City Council member
Student grandparents (for discussion on how families/values have changed)
Social Services worker
Consumer Credit Counseling Services
Financial Institution Representative
Insurance Agent
Car Dealership Representative
Lending Officer
Stock broker or Financial Planner
Local businesspeople

Videos:

A Bug's Life (Discussion of Emotional Intelligence)
JFK's inaugural address
Martin Luther King's "I Have a Dream" speech
Various clips
The Table Manner Murders
Who Would You Hire?

Student materials:

Flippen, M.B., 2001. Teen Leadership: Developing Leaders for the Future. High School Student Manuals.
Spiral notebook for journaling

LEADERSHIP IN FAMILY & EMPLOYMENT
Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Discuss the purpose of developing personal and group leadership skills. 	<ul style="list-style-type: none"> • Employees need leadership skills to enter and advance in career and personal lives 	<ul style="list-style-type: none"> • Participate in FCCLA activities • Learn skills for meeting, greeting, and developing relationships • Learn specific leadership skills, such as self-awareness, empathy, social skills, persistence, optimism, self-motivation and self-control
<p>Area 2: Personal Qualities Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals. • Identify short and long term goals. • Describe how personal values are reflected in work ethics. • Share how they will personally act in certain situations. 	<ul style="list-style-type: none"> • Identify strategies for career, family and community success 	<ul style="list-style-type: none"> • Unit on setting goals for the course • Continual application of skill development • Unit on personal values and principles • Unit on having a leadership vision for the future, including career focus • Lessons on problem solving
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates. • Develop goals from self-evaluation. • Determine whether goals are conceivable, achievable, and can be measured. • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity in the work setting. 	<ul style="list-style-type: none"> • Employees must be able to cooperate and work as a team in work setting 	<ul style="list-style-type: none"> • Lessons on interpersonal skills • Lessons on goal-setting • Lessons on self-motivation • Unit on taking responsibility for attitudes and actions • Lessons on problem solving

<p>Area 4: Communication Skills Students will be able to communicate effectively utilizing the tools learned in the classroom setting.</p>	<ul style="list-style-type: none"> • Will prepare formal and informal written materials. • Utilize industry standard vocabulary. 	<ul style="list-style-type: none"> • Examples of speeches from great leaders • Guest speakers from the business community 	<ul style="list-style-type: none"> • Students will present a series of speeches and will be assessed more comprehensively after each speech • Students will communicate professionalism in dress when speaking • Students will complete a variety of written materials, including workbooks, speech outlines, journal entries and letters to class and community members
<p>Area 5: Community Students will develop an understanding and demonstrate knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Recognize how to interact with community members in a variety of ways • Recognize the difference between public and private self 	<ul style="list-style-type: none"> • Volunteer in community settings • Guest speakers from the business community 	<ul style="list-style-type: none"> • Students will complete a “Take the Lead” project for FCCLA (volunteering in the community, documenting this service and completing a follow-up to describe what was learned) • Students will practice skills learned in class when interacting with community members
<p>Area 6: Personal and Tech Resources. Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Examine tools and resources for making decisions about career and family life 	<ul style="list-style-type: none"> • Understanding of how to access available resources • Explore career areas to determine training required, earnings, and occupational outlook 	<ul style="list-style-type: none"> • Complete career exploration activity • Access local resources to determine cost of living

<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills. • Conduct an effective small group meeting. 	<ul style="list-style-type: none"> • Employees must be able to work effectively as team members • Guest speakers from the community will share perspectives 	<ul style="list-style-type: none"> • Small group activities are integrated throughout the curriculum. Many require gathering information using a facilitator, timer, recorder and spokesperson
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful relationships in a working environment • Identify means of dealing with conflict resolution within a team setting. • Identify and demonstrate proper work ethics. 	<ul style="list-style-type: none"> • Guest speakers from the community • Role play employability skills 	<ul style="list-style-type: none"> • Lessons on Emotional Intelligence skills: Interpersonal and social skills, empathy, optimism, persistence, etc. • Lessons on first impressions, including dress, grooming, eye contact, body language, tone of voice, etc. • Lessons on public vs. private self • Lessons on reframing negative experiences as positives • Lessons on attitudes, thoughts and choices • Lessons on problem solving • Lessons on resisting peer pressure and defending skills • Lessons on developing a vision • Lessons on being proactive