

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Life Skills	Grade: 9
Benchmark Assessment 1		
Instructional Timeline: 9 Weeks		
Topic(s): FCCLA and Personal Development		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AA.1 Utilize effective verbal and non-verbal communication skills</p> <p>AA.2 Participate in conversation, discussion, and group presentations</p> <p>AA.3 Communicate and follow directions/procedures</p> <p>AB.5 Demonstrate competence in organizing, writing, and editing using correct vocabulary, spelling, grammar, and punctuation</p> <p>AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology</p> <p>AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)</p> <p>AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation</p> <p>AC.3 Implement effective decision-making skills</p> <p>EF.1 Recognize the characteristics of a team environment and conventional workplace</p> <p>EF.2 Contribute to the success of the team</p> <p>EF.3 Demonstrate effective team skills and evaluate their importance in the workplace (e.g., setting goals, listening, following directions, questioning, dividing work)</p> <p>EB.2 Demonstrate honesty and reliability</p> <p>EB.3 Demonstrate ethical characteristics and behaviors</p> <p>EA.1 Demonstrate enthusiasm and confidence about work and learning new tasks</p> <p>EA.2 Demonstrate consistent and punctual attendance</p> <p>EA.3 Demonstrate initiative in assuming tasks</p> <p>EA.6 Accept responsibility for personal decisions and actions</p>		<p>verbal and non-verbal communication skills</p> <p>Directions/Procedures</p> <p>Write</p> <p>Critical-Thinking Skills</p> <p>analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning</p> <p>Innovation</p> <p>Problem-Solving Skills</p> <p>Decision Making Skills</p> <p>Team Environment</p> <p>Conventional workplace</p> <p>setting goals, listening, following directions, questioning, dividing work</p> <p>Honesty, reliability</p> <p>Ethical Behaviors</p> <p>Enthusiasm, Confidence</p> <p>Punctual</p> <p>Initiative</p> <p>Responsible</p>

<p>PL.HS.LS.25 Utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.</p>	<ol style="list-style-type: none"> 1. I can determine opportunities and benefits of membership in the FCCLA student organization. 2. I can discuss various leadership styles and evaluate personal style. 3. I can propose multiple opportunities for leadership and I can create opportunities for service learning activities by analyzing the needs of the school and local community. 	<p>Leadership Service Learning Memberships</p>
<p>PL.HS.LS.1 Examine personal values and character traits.</p> <p>OR.1 Examine processes for building and maintaining interpersonal relationships</p> <p>OS.3 Examine the effect of self-esteem and self-image on relationships</p>	<ol style="list-style-type: none"> 1. I can define various positive character traits and how they relate to personal values. 2. I can examine personal values. 3. Examine processes for building and maintaining interpersonal relationships 4. Examine the effect of self-esteem and self-image on relationships 	<p>Values Character Traits Needs Wants Priority Empathy Interpersonal Relationships Self-Esteem Self-Image</p>
<p>PL.HS.LS.2 Assess personal social skills and integrate an improvement plan.</p>	<ol style="list-style-type: none"> 1. I can identify the types and styles of communication and role play effective strategies for communication. 2. I can evaluate one's own self-esteem and self-image. 3. I can assess various situations for appropriate skills (i.e. self-discipline, confidentiality, punctuality). 	<p>Body Language Communication Verbal Communication Nonverbal-Communication Punctuality Self-Esteem Self-image Self-discipline Confidentiality</p>
<p>PL.HS.LS.4 Develop personal short-term and long-term SMART goals.</p>	<ol style="list-style-type: none"> 1. I can develop short and long term goals using the SMART goal-setting technique. 	<p>Short Term Goal Long Term Goal SMART Goals</p>
<p>PL.HS.LS.6 Identify physical, psychological, social,</p>	<ol style="list-style-type: none"> 1. I can identify physical, psychological, social and health influences on personal wellness and 	<p>Personal Wellness Social Skills</p>

<p>economic, technology and health influences on personal wellness.</p> <p>EH.2 Implement conflict resolution strategies and problem-solving skills</p> <p>OT.1 Examine communication styles and their effects on relationship</p>	<p>practice social skills (e.g., dining etiquette, conflict resolution skills, refusal skills, problem solving skills).</p> <ol style="list-style-type: none"> 2. I can determine techniques for managing personal stress. 3. I can examine communication styles and their effects on relationship 	<p>Stress Stress Management Etiquette Problem Solving Skills Conflict Resolution Skills Refusal Skills Communication Skills</p>
<p>PL.HS.LS.3 Identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors. 3007.OS.6 Analyze the impact drugs have on society</p>	<ol style="list-style-type: none"> 1. I can identify positive and negative influences and consequences on adolescent behavior. 2. I can discuss steps of the decision making process. 3. I can predict consequences of high risk behaviors and utilize the decision making process (alcohol/drug abuse, peer pressure etc...). 	<p>Decision Making Process Peer Pressure High Risk Behaviors Drugs</p>



CUMBERLAND COUNTY
PANTHERS

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Life Skills	Grade: 9
Benchmark Assessment 2		
Instructional Timeline: 9 Weeks		
Topic(s): Relationships and Parenting & Child Development		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation</p> <p>EN.1 Assume responsibility for safety of self and others</p> <p>EN.3 Manage personal health and wellness</p> <p>AA.2 Participate in conversation, discussion, and group presentations</p> <p>AA.3 Communicate and follow directions/procedures</p> <p>AD.4 Use tables, graphs, diagrams, and charts to obtain or convey information</p>		<p>Problem-Solving Skill</p> <p>Safety</p> <p>Responsibility</p> <p>Personal Health & Wellness</p> <p>conversation, discussion, and group presentations</p> <p>directions/procedures</p> <p>tables, graphs, diagrams, charts</p>
<p>PL.HS.LS.3</p> <p>Identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.</p> <p>OR.3 Compare physical, emotional, and intellectual responses in stable/unstable relationships</p> <p>OR.4 Determine factors that contribute to healthy and unhealthy relationships</p> <p>OR.5 Explore processes for handling unhealthy relationships</p> <p>3007.OS.1 Examine the impact of personal</p>	<ol style="list-style-type: none"> 1. I can identify the benefits of positive friendships. 2. I can determine factors that contribute to healthy and unhealthy relationships and examine communication styles and their effects on relationships 3. I can assess characteristics of abusive relationships and strategies for prevention. 4. I can explore processes for handling unhealthy relationships. 5. I can explore possible consequences and long-term effects of sexual activity (i.e. STD's / STI's, emotional stress, etc.) 6. I can review male and female reproductive systems. 7. I can examine the impact of personal characteristics on relationships and the effect 	<p>Friendship Benefits</p> <p>Healthy/Unhealthy Relationships</p> <p>Abuse</p> <p>Circle of Violence</p> <p>STD</p> <p>STI</p> <p>Emotional Stress</p> <p>Reproductive System</p> <p>Self-Esteem</p> <p>Self-image</p> <p>Communication Styles</p>

<p>characteristics on relationships</p> <p>3007.OS.3 Examine the effect of self-esteem and self-image on Relationships</p> <p>OT.1 Examine communication styles and their effects on relationships</p>	<p>of self-esteem and self-image on relationships</p>	
<p>PL.HS.LS.5 Analyze the practical problems faced by families to balance the demands of work and family</p> <p>OM.1 Examine family as the basic unit of society</p> <p>OQ.4 Highlight the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions</p> <p>OT.2 Examine barriers to communication in family and community settings</p> <p>OU.2 Determine how similarities and differences among people affect conflict prevention and management</p>	<ol style="list-style-type: none"> 1. I can characterize the types of families and the family life cycle. 2. I can analyze the practical problems faced by families. 3. I can examine family as the basic unit of society 4. I can examine barriers to communication in family and community settings 	<p>Adopted Family Blended Family Caregiver Extended Family Nuclear Family Step Family Foster Family Divorce Communication Barriers</p>
<p>PL.HS.LS.7 Predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence.</p> <p>OH.1 Examine physical, emotional, social,</p>	<ol style="list-style-type: none"> 1. I can determine developmental areas and examples of each. 2. I can identify the stages of human growth and development. 3. I can evaluate each developmental task of adolescence. 	<p>Developmental Areas Adolescent Development Physical Development Emotional Development Intellectual Development Social Development</p>

<p>and intellectual development</p> <p>OH.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development</p> <p>OJ.1 Examine the role of nurturance on human growth and development</p> <p>OI.1 Investigate the impact of heredity and environment on human growth and development</p>	<ol style="list-style-type: none"> 4. I can examine physical, emotional, social, and intellectual development and examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development 5. I can examine the role of nurturance on human growth and development 6. I can investigate the impact of heredity and environment on human growth and development 	<p>Interrelationships Nurturance Human Growth & Development Heredity</p>
<p>PL.HS.LS.9 Analyze financial, social, physical and emotional costs of parenthood.</p> <p>3003.OK.1 Examine parenting roles across the life span</p> <p>3003.OK.2 Examine expectations and responsibilities of parenting</p> <p>3003.OK.3 Determine consequences of parenting practices to the individual, family, and society</p>	<ol style="list-style-type: none"> 1. I can research financial, social, physical and emotional costs of parenthood. 2. I can examine parenting roles across the life span 3. I can examine expectations and responsibilities of parenting. 4. I can determine consequences of parenting practices to the individual, family, and society 	<p>Cost of Parenthood Financial Cost of Parenthood Social Cost of Parenthood Physical Cost of Parenthood Emotional Cost of Parenthood</p>
<p>PL.HS.LS.8 Summarize ways of reducing or preventing teen pregnancy.</p> <p>3003.ON.2 Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child</p>	<ol style="list-style-type: none"> 1. I can propose ways of reducing or preventing teen pregnancy. 2. I can predict impacts of teen pregnancy on one's personal life. 	<p>Contraceptives Abstinence Emotional Factors Prenatal Development</p>

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Life Skills	Grade: 9
Benchmark Assessment 3		
Instructional Timeline: 9 Weeks		
Topic(s): Wise Spending and Nutrition & Foods		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>The following KOSSA Standards are embedded into each lesson within this benchmark content chunk:</p> <p>AA.2 Participate in conversation, discussion, and group presentations</p> <p>AA.3 Communicate and follow directions/procedures</p> <p>AC.1 Utilize critical-thinking skills to determine best options/outcomes (e.g., analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning)</p> <p>AC.2 Utilize innovation and problem-solving skills to arrive at the best solution for current situation</p> <p>AC.3 Implement effective decision-making skills</p> <p>AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios)</p> <p>AD.5 Use deductive reasoning and problem-solving in mathematics</p> <p>AB.1 Locate and interpret written information</p> <p>AB.3 Identifies relevant details, facts, and specifications</p> <p>AB.4 Record information accurately and completely</p> <p>EN.1 Assume responsibility for safety of self and others</p> <p>EN.2 Follow safety guidelines in the workplace</p>		<p>conversation, discussion, and group presentations</p> <p>directions/procedures</p> <p>analyze reliable/unreliable sources of information, use previous experiences, implement crisis management, develop contingency planning</p> <p>innovation and problem-solving skills</p> <p>decision-making skills</p> <p>addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios</p> <p>Deductive Reasoning</p>
<p>PL.HS.LS.10 Demonstrate wise spending practices.</p> <p>AE.1 Locate, evaluate, and apply personal financial information</p> <p>AE.4 Use financial services effectively</p>	<ol style="list-style-type: none"> 1. I can differentiate between needs and wants. 2. I can identify and describe consumer rights and responsibilities. 3. I can demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment. 4. I can characterize various spending practices (i.e. checking account, debit card, credit card, 	<p>Advertisements</p> <p>Annual Percentage Rate</p> <p>Arbitration</p> <p>Asset</p> <p>Bait & Switch</p> <p>Bond</p> <p>Budget/Spending Plan</p> <p>Bond</p>

<p>OA.1 Apply management, planning skills, and processes to organize tasks and responsibilities</p> <p>OA.2 Examine how individuals and families make choices to satisfy needs and wants</p> <p>OC.1 Examine state and federal policies/laws providing consumer protection</p> <p>OC.2 Investigate how policies become laws related to consumer rights</p> <p>OC.3 Examine skills used in seeking information related to consumer rights</p> <p>OE.1 Examine the use of resources in making choices that satisfy needs and wants of individuals and families.</p> <p>OH.1 Explain the impact of the economic system on personal income, individual/family security, and consumer decisions</p> <p>OH.2 Examine components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources</p>	<p>etc.).</p> <ol style="list-style-type: none"> 5. I can research qualities and characteristics of products. 6. I can identify the importance and long-term rewards of saving and investing your funds. 7. I can identify advertising techniques and key concepts of each. 8. I can examine advertisements and label each advertising technique. 9. I can examine state and federal policies/laws providing consumer protection 10. I can examine components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources 	<p>Check Register Certificate of Deposit Consumer Advocacy Consumer Ethics Consumer Redress Consumer Rights Endorsement Customer Consumer Producer Marketplace Outstanding Checks Goods Services Consumer Protection checking account, debit card, credit card</p>
<p>PL.HS.LS.11 Use the decision making process.</p>	<ol style="list-style-type: none"> 1. I can use the decision making process. 	<p>Decision Making Process</p>


<p>PL.HS.LS.13 Calculate sales tax, price per unit, and sale discounts.</p>	<ol style="list-style-type: none"> 1. I can calculate sales tax, price per unit, and sale discounts. 	<p>Competitive Prices Tax Unit Price Sales Discounts</p>
<p>PL.HS.LS.12 Plan a personal budget.</p> <p>AE.2 Identify the components of a budget and how one is created</p> <p>AE.3 Set personal financial goals and develop a plan for achieving them</p>	<ol style="list-style-type: none"> 1. I can critique and evaluate a family budget scenario. 2. I can create a balanced family budget (including all components) using financial management strategies. 	<p>Budget/Spending Plan Expense Gross Income Net Income Assets Financial Goals</p>
<p>PL.HS.LS.15 Formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i. e. STAR Events Life Event Planning).</p>	<ol style="list-style-type: none"> 1. I can formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i. e. STAR Events Life Event Planning). 	<p>Comparison Shopping Budgets Resource Management</p>
<p>PL.HS.LS.17 Plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov.).</p> <p>OO.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs</p> <p>OI.5 Critique the selection of foods to promote a healthy lifestyle</p> <p>OI.6 Categorize foods into exchange</p>	<ol style="list-style-type: none"> 1. I can plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov.). 2. I can review the 6 essential nutrients and their primary function(s) and sources. 3. I can identify the components of a nutrition facts panel and analyze their role(s) in your daily food intake. 4. I can design strategies that meet the health, nutrition, and requirements of individuals and families with special needs 5. I can categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs 	<p>Menu Dietary Guidelines MyPlate Nutrients Carbohydrates Protien Water Vitamins Minerals Fats Nutrition Label Exchange Groups Discretionary Calories Modify Menu</p>

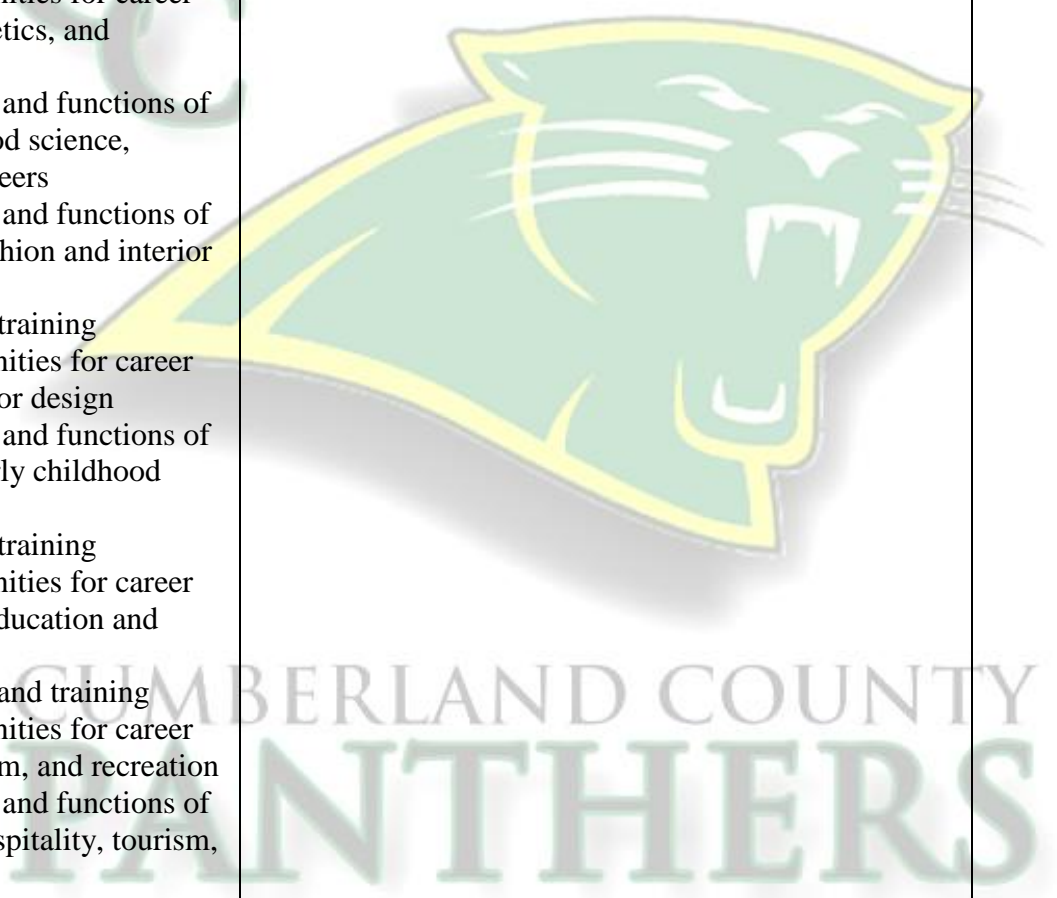
<p>groups and plan menus, applying the exchange system to meet various nutrient needs</p> <p>OO.2 Design strategies that meet the health, nutrition, and requirements of individuals and families with special needs</p> <p>EN.3 Manage personal health and wellness</p> <p>OD.2 Apply menu planning principles to develop and modify menus</p>		
<p>PL.HS.LS.16 Analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.</p> <p>ON.1 Assess the effect of nutrients on health, appearance, and peak performance</p> <p>ON.2 Research the relationship of nutrition and wellness o individual and family health throughout the life span</p> <p>ON.3 Assess the impact of food and diet fads, food addictions, and eating disorders on wellness</p> <p>ON.4 Appraise sources of food and nutrition information, including food labels, related to health and wellness</p>	<ol style="list-style-type: none"> 1. I can analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems. 2. I can differentiate between the three major types of eating disorders (Anorexia Nervosa / Bulimia Nervosa / Binge Eating Disorder) and their long-term effects on the human body. 3. I can research the relationship of nutrition and wellness o individual and family health throughout the life span 	<p>Anorexia Nervosa Bulimia Nervosa Binge Eating Disorder Diet Exercise Rest Substance Abuse Eating Disorder Life Span Food Addictions</p>
<p>PL.HS.LS.18</p>	<ol style="list-style-type: none"> 1. I can identify and demonstrate how to properly 	<p>Kitchen Equipment</p>

Identify proper kitchen equipment/utensils and demonstrate how to properly use them.	use common kitchen equipment and utensils.	Kitchen Utensils
<p>PL.HS.LS.19 Demonstrate and practice knowledge of food service safety and sanitation.</p> <p>OB.1 Determine pathogens found in food and their role in causing illness</p> <p>OB.2 Employ food service management safety/sanitation program procedures</p> <p>OB.5 Practice good personal hygiene/health procedures and report symptoms of illness</p> <p>OE.3 Utilize weights and measures to demonstrate proper scaling and measurement technique</p> <p>OP.1 Determine conditions and practices that promote safe food handling</p> <p>OB.7 Demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products</p>	<ol style="list-style-type: none"> 1. I can research the various types of food borne illnesses, determine pathogens found in food and their role in causing illness 2. I can identify causes of food borne illnesses (cross-contamination, poor hygiene, TDZ) and prevention techniques. 3. I can demonstrate and practice appropriate food safety and sanitation. 4. I can demonstrate ability to maintain necessary records to document time and temperature control, maintenance of equipment, and other elements of food preparation, storage, and presentation 5. I can demonstrate food handling and preparation techniques that prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products 	<p>Food Bourne Illness</p> <p>Botulism</p> <p>Salmonella</p> <p>EColi</p> <p>Cross Contamination</p> <p>Hygeine</p> <p>Time/Temperature Danger Zone</p> <p>Food Safety</p> <p>Sanitation</p> <p>Pathogens</p> <p>Food Handeling & Preperation Techniques</p> <p>Time & Temperature Control</p> <p>Danger Zone</p>

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: Life Skills	Grade: 9
Benchmark Assessment 4		
Instructional Timeline: 9 Weeks		
Topic(s): Fashion & Interior Design and FCS Careers		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
The following KOSSA Standards are embedded into each lesson within this benchmark content chunk: AA.3 Communicate and follow directions/procedures AB.1 Locate and interpret written information AB.3 Identify relevant details, facts, and specifications AB.6 Demonstrate the ability to write clearly and concisely using industry specific terminology AD.1 Perform basic and higher level math operations (e.g., addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios) AD.2 Solve problems using measurement skills (e.g., distance, weight, area, volume) EN.2 Follow safety guidelines in the workplace		directions/procedures Communicate Write Interpret Identify Problem solve Safety guidelines addition, subtraction, multiplication, division, decimals, fractions, units of conversion, averaging, percentage, proportion, ratios distance, weight, area, volume
PL.HS.LS.20 Illustrate the design elements and principles. OC.1 Determine the principles and elements of design OC.2 Determine the psychological impact that the principles and elements of design have on the individual OC.3 Determine the effects that the principles and elements of design have on	<ol style="list-style-type: none"> 1. I can characterize the design elements and principles. 2. I can illustrate proper use of each element and principle of design. 3. I can determine the psychological impact that the principles and elements of design have on the individual 4. I can determine the effects that the principles and elements of design have on aesthetics and function 5. I can apply basic and complex color schemes/color theory to develop and enhance visual effects 	Elements of design Principles of design Psychological Impact Aesthetics Functional Design Basic & Complex Color Schemes Textiles

<p>aesthetics and function</p> <p>OJ.2 Apply basic and complex color schemes/color theory to develop and enhance visual effects</p> <p>OJ.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles products</p> <p>OK.1 Use a variety of equipment, tools, and supplies for apparel and textiles construction, alteration, and repair</p> <p>OK.2 Apply and use laboratory techniques and equipment safely</p> <p>OK.6 Demonstrate basic skills for producing and altering textiles products and apparel</p>		
<p>PL.HS.LS.21 Compare and contrast societal housing trends within the United States.</p>	<ol style="list-style-type: none"> 1. I can compare and contrast societal housing trends within the United States. 	<p>Societal Housing Trends</p>
<p>PL.HS.LS.23 Analyze career opportunities in the six Family and Consumer Sciences career majors.</p> <p>EM.2 Research and identify emerging technologies for specific careers</p> <p>OA.1 Determine the roles and functions of</p>	<ol style="list-style-type: none"> 1. I can name each of the six FCS career majors. 2. I can analyze career opportunities in each of the FCS career pathways. 3. I can determine the roles and functions of individuals engaged in various FCS Career opportunities. 4. I can examine education and training requirements and opportunities for career paths in FCS. 	<p>Career Major Career Pathway Food Production Careers</p>

<p>individuals engaged in food production and services careers</p> <p>OA.3 Examine education/training requirements and opportunities for career paths in food production and services</p> <p>OH.3 Examine education and training requirements and opportunities for career paths in food science dietetics, and nutrition</p> <p>OH.1 Determine the roles and functions of individuals engaged in food science, dietetics, and nutrition careers</p> <p>OA.1 Determine the roles and functions of individuals engaged in fashion and interior design careers</p> <p>OA.3 Examine education/training requirements and opportunities for career paths in fashion and interior design</p> <p>OA.1 Determine the roles and functions of individuals engaged in early childhood education and services</p> <p>OA.3 Examine education/training requirements and opportunities for career paths in early childhood education and services</p> <p>OH.2 Examine education and training requirements and opportunities for career paths in hospitality, tourism, and recreation</p> <p>OH.1 Determine the roles and functions of individuals engaged in hospitality, tourism, and recreation careers</p>		
<p>PL.HS.LS.24</p>	<p>1. I can demonstrate appropriate social skills</p>	<p>Career Plan</p>

<p>Demonstrate employability and social skills relevant to the career pathway.</p> <p>3001.EK.1 Recognize the importance of maintaining a job and pursuing a career</p> <p>EK.2 Define jobs associated with a specific career path or profession</p> <p>3001.EK.4 Prepare a resume, letter of application, and job application</p> <p>3001.EK.5 Prepare for a job interview (e.g., research company, highlight personal strengths, prepare questions, set-up a mock interview, dress appropriately)</p> <p>3001.EK.6 Participate in a job interview</p> <p>3001.EK.7 Explain the proper procedure for leaving a job</p>	<p>relevant to the career cluster.</p> <ol style="list-style-type: none"> 2. I can develop a career portfolio (sample job application / cover letter / resume / thank you letter) 3. I can identify and practice proper interviewing skills. 	<p>Career Path Job Application Cover Letter Resume Thank you Letter Job Vacancy Interviewing Skills</p>
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