

KENTUCKY ACADEMIC STANDARDS



VOCATIONAL STUDIES

Education Goals

These capacity and goal statements of the Kentucky Education Reform Act of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social and political choices
- Understanding of governmental processes as they affect the community, the state and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall

- expect a high level of achievement from all students.
- develop their students' abilities to:
 - use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives
 - apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including, physical education, to situations they will encounter throughout their lives
 - become self-sufficient individuals
 - become responsible members of a family, work group or community as well as an effective participant in community service
 - think and solve problems in school situations and in a variety of situations they will encounter in life
 - connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources
- increase student attendance rates
- reduce dropout and retention rates
- reduce physical and mental health barriers to learning
- be measured on the proportion of students who make a successful transition to work, postsecondary education and the military

Legal Base

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

KRS 156:160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council, the Kentucky Board of Education shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

Administrative regulations shall be promulgated for:

- Courses of study for the different grades and kinds of common schools; and
- The minimum requirements for high school graduation.

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, including the requirements for the graduating class of 2012.

704 KAR 3:303 Required Kentucky Academic Standards

This administrative regulation adopts into law the *Kentucky Academic Standards February 2010*.

PRIMARY VOCATIONAL STUDIES

Kentucky Academic Standards – Vocational Studies – Primary

The vocational studies program in the primary level develops an awareness of careers. This awareness includes the purpose of having a job, concepts of consumer decision-making, saving money, and connections between work and learning. The challenge is to empower students to make a connection between school and the world of work and to be productive citizens.

The primary level provides appropriate opportunities for students to be involved in activities designed to develop an appreciation of work and an awareness of self and jobs/careers. They should examine the relationship between school studies and work; this will enable them to make vital connections that will give meaning to their learning. Elementary students should begin to develop work habits, study skills, team skills and set short-term goals.

The vocational studies program at the primary level includes active, hands-on work with concrete materials and appropriate technologies. Although the vocational studies program for primary level is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in vocational studies. All content teachers are responsible for providing instruction in the Vocational Studies area.

The vocational studies content standards at the primary level are directly aligned with Kentucky’s **Academic Expectations**. The vocational studies standards are organized around five “Big Ideas” that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school career to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career awareness and builds on prior learning.

Academic Expectations 2.36 and 2.37 bring forward the career awareness in Vocational Studies. Vocational Studies provide a connection to Kentucky Learning Goal 3 (become self-sufficient individual) and Learning Goal 4 (become a responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 5.4** Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- basic economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

Primary Skills and Concepts

Students will

- develop an understanding of how consumer decisions are influenced by economic and social factors by:
 - recognizing that consumers are people whose wants are satisfied by using goods and services
 - recognizing that producers are people who make goods and provide services
 - describing the steps in making consumer decisions
 - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
 - describing major factors (e.g., price, quality, features) to consider when making consumer decisions
 - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
 - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs
 - identifying the ways friends may influence your decisions when making purchases
 - recognizing how media and advertising affect consumer decisions
- investigate media advertisements and newspaper stories that influence consumer decisions
- explore and use technology to access information as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - describing some community activities that promote healthy environments

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- financial decisions impact the achievement of short and long-term goals.
- saving money is a component of financial decision-making.

Primary Skills and Concepts

Students will

- identify goals pertaining to money that might affect individuals and families
- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers.

The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

5.4 Students use a decision-making process to make informed decision among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- people need to work to meet basic needs.
- the connection between work and learning can influence one's future job/career.

Primary Skills and Concepts

Students will

- communicate the concepts of work and career
- examine and group careers found in the community
- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community
- explain different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 3.6** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.

Primary Skills and Concepts

Students will

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of working with others in groups
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
 - describing study skills needed in the school
 - describing how attitude can impact an individual's performance at school
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision
- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)
- examine potential job/careers in the community

Big Idea: Communication/Technology

Special communication/technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

Primary Enduring Knowledge – Understandings

Students will understand that

- technology in school and the workplace can enhance learning and provide access to information and resources.
- communication skills are essential for jobs/careers.

Primary Skills and Concepts

Students will

- explore how technology is used in different jobs/careers
- investigate how technology in school and at work enhances learning and provide access to information and resources by:
 - identifying technology tools (e.g., electronic games, phones, computers) that are used in homes and schools
- identify ways written communication skills are used at school and in the workplace

INTERMEDIATE VOCATIONAL STUDIES

Kentucky Academic Standards – Vocational Studies – Fourth Grade

The vocational studies program at the fourth grade develops an awareness of careers. This awareness includes the purpose of having a job, concepts of consumer decision-making, saving money, and connections between work and learning. The challenge is to empower students to make a connection between school and the world of work and to be productive citizens.

The fourth grade level provides appropriate opportunities for students to be involved in activities designed to develop an appreciation of work and an awareness of self and jobs/careers. They should examine the relationship between school studies and work; this will enable them to make vital connections that will give meaning to their learning. Elementary students should begin to develop work habits, study skills, team skills and set short-term goals.

The vocational studies program at the fourth grade includes active, hands-on work with concrete materials and appropriate technologies. Although the vocational studies program for fourth grade is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in vocational studies. All content teachers are responsible for providing instruction in the vocational studies area.

The vocational studies content standards at the fourth grade are directly aligned with Kentucky's **Academic Expectations**. The vocational studies standards are organized around five “Big Ideas” that are important to the discipline of Vocational Studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school career to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career awareness and builds on prior learning.

Academic Expectations 2.36 and 2.37 bring forward the career awareness in Vocational Studies. Vocational Studies provide a connection to Kentucky Learning Goal 3 (become self-sufficient individual) and Learning Goal 4 (become a responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individuals and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
Students demonstrate the skills to evaluate and use services and resources available in their community.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- fundamental economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- values have a role in making consumer decisions.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.
- an individual has multiple life roles that impact responsibility to be a valuable family and community member.

Grade 4 Skills and Concepts

Students will

- investigate economic concepts and why they are important for consumer decisions by:
 - examining how individuals and families make choices to satisfy needs and wants as they relate to consumer decisions
 - explain bartering, and how money makes it easier for people to get things they want
 - determining ways in which goods and services used by families impact the environment
- describe how culture, media and technology can influence consumer decisions by:
 - comparing and evaluating products and services based on major factors (e.g., price, quality, features) when making consumer decisions
 - describing how different types of media, technology and advertising impact the family and consumer decision-making
 - identify ways in which consumer decisions (e.g., buying and selling) affect families and friends
- identify ways that individuals have rights and responsibilities as a consumer
- evaluate consumer actions (e.g., reusing, reducing, recycling) and how they influence the use of resources and impact the environment by:
 - describing how consumption, conservation, and waste management practices are related
 - identifying ways the physical environment is related to individual and community health
- examine individual, family, and community roles and responsibilities by:
 - investigating a variety of resources (e.g., current events, surveys, children's magazines) and explain ways in which consumers are addressing the effects of renewable resources on the environment
 - describing jobs carried out by people at school and in the community that support success in school

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- management of financial resources is needed to meet goals of individuals and families.
- budgets are a basic component in making financial decisions.
- various services are provided by financial institutions (e.g., banks, credit unions).

Grade 4 Skills and Concepts

Students will

- explain how financial management is needed to meet goals of individuals and families by:
 - identifying goals pertaining to money that might affect individuals and families
 - describing different ways to save and invest money (e.g., piggy bank, local bank, savings bonds)
- define credit and how it can be used to make purchases
- explain the purpose of a budget and define the basic components (income, expenses, savings)
- investigate basic services (e.g., deposits, check cashing) provided by financial institutions (e.g., banks, credit unions)

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers.

The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

5.4 Students use a decision-making process to make informed decision among options.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- people need to work to meet basic needs.
- a variety of career choices are available in planning for job/careers.
- the connection between work and academics can influence one's future job/career.
- individual and societal needs can impact future jobs/careers.
- self-knowledge is an important part of the career planning process.

Grade 4 Skills and Concepts

Students will

- explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing
- investigate the connection between work and learning and how it can influence one's future job/career by:
 - explaining different jobs/careers that use what they learn in school (mathematics, reading/writing, science, social studies) impacts future jobs/careers
 - describing work done by school personnel and other individuals in the community
- evaluate how individual and societal needs can impact future jobs/careers by:
 - recognizing how career choices may change as a person matures
 - examining and grouping careers in clusters
- recognize self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
Students demonstrate skills and work habits that lead to success in future schooling and work.
- 3.7** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.
- academics contribute to obtaining and succeeding in employment.

Grade 4 Skills and Concepts

Students will

- explain how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of developing good team skills (e.g., cooperation, communication) and explain how these skills are used to complete tasks
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
 - describing study skills needed in school
 - developing personal responsibilities for their own learning and behaviors
 - explaining how effective communication skills (e.g., reading, writing, speaking, and listening) impacts work-related situations and give examples for success at home, school and work
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision
 - identifying consequences for actions when disobeying rules and routines
 - identifying the importance of developing good work habits
- examine potential job/careers in the community
- identify how employability skills prepare them for obtaining and maintaining employment
- identify ways academics can impact success in employment

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

Grade 4 Enduring Knowledge – Understandings

Students will understand that

- technology skills can enhance learning and impact productivity at home, school and the workplace.
- communication skills is essential for jobs/careers.

Grade 4 Skills and Concepts

Students will

- explore how technology is used in different jobs/careers
- investigate how technology in school and at work enhances learning and provide access to information and resources by:
 - explain how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools and jobs
- identify ways written communication skills are used at school and in the workplace

Kentucky Academic Standards – Vocational Studies – Fifth Grade

The vocational studies program at the fifth grade develops an awareness of careers. This awareness includes the purpose of having a job, concepts of consumer decision-making, saving money, and connections between work and learning. The challenge is to empower students to make a connection between school and the world of work and to be productive citizens.

The fifth grade provides appropriate opportunities for students to be involved in activities designed to develop an appreciation of work and an awareness of self and jobs/careers. They should examine the relationship between school studies and work; this will enable them to make vital connections that will give meaning to their learning. Elementary students should begin to develop work habits, study skills, team skills and set short-term goals.

The vocational studies program at the fifth grade includes active, hands-on work with concrete materials and appropriate technologies. Although the vocational studies program for fifth grade is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in vocational studies. All content teachers are responsible for providing instruction in the vocational studies area.

The vocational studies content standards at the fifth grade are directly aligned with Kentucky's **Academic Expectations**. The Vocational Studies standards are organized around five "Big Ideas" that are important to the discipline of Vocational Studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school career to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career awareness and builds on prior learning.

Academic Expectations 2.36 and 2.37 bring forward the career awareness in Vocational Studies. Vocational Studies provide a connection to Kentucky Learning Goal 3 (become self-sufficient individual) and Learning Goal 4 (become a responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- fundamental economic concepts are important for consumer decision-making.
- culture, media and technology can influence consumer decisions.
- values have a role in making consumer decision.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.
- an individual has multiple life roles that impact responsibility to be a valuable family and community member.

Grade 5 Skills and Concepts

Students will

- investigate economic concepts and why they are important for consumer decisions by:
 - analyzing the differences between needs and wants and how individuals and families make choices
 - determining ways in which goods and services used by families impact the environment
 - recognizing the relationship between supply and demand and its role in meeting consumer needs
- describe how culture, media and technology can influence consumer decisions by:
 - identifying the ways family and consumer resources are impacted by the environment
 - comparing and evaluating products and services based on major factors (e.g., price, quality, features) when making consumer decisions
 - identifying advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement/testimonial) and explain how they impact the consumer
- analyze ways that an individual has rights and responsibilities as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - describing some community activities that promote healthy environments
- examine individual, family, and community roles and responsibilities by:
 - investigating a variety of resources and explain ways in which consumers are addressing the effects of renewable resources on the environment
 - describing jobs carried out by people at school and in the community that support success in school

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- management of financial resources is needed to meet goals of individuals and families.
- saving plans and budgets are a basic component in making financial decisions.
- various services are provided by financial institutions (e.g., banks, credit unions).

Grade 5 Skills and Concepts

Students will

- explain how financial management is needed to meet goals of individuals and families by:
 - investigating goals pertaining to money that might affect individuals and families
 - describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds)
- investigate savings plans and budgets in making financial decisions by:
 - developing a simple savings plan that would achieve a specific goal
 - explaining the purpose of a budget and define the basic components (income, expenses, savings)
- explain credit and the effect of having fees with credit
- describe how basic services (e.g., deposits, check cashing) are provided by financial institutions (e.g., banks, credit unions)

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers.

The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

5.4 Students use a decision-making process to make informed decision among options.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- people need to work to meet basic needs.
- a variety of career choices are available in planning for job/careers.
- the connection between work and academics can influence one’s future job/career.
- individual and societal needs can impact future jobs/careers.
- awareness of career opportunities and the skills needed for different careers is an important part of the career planning process.
- an Individual Learning Plan (ILP) is an academic and career planning tool.
- self-knowledge is an important part of the career planning process.

Grade 5 Skills and Concepts

Students will

- explain that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter), provide self-satisfaction and enjoyment
- investigate a variety of career choices available in planning for jobs/careers by:
 - identifying different job opportunities in the home, school, and community (e.g., home business, flexible schedule)
 - recognizing that the roles of individuals at home, in the workplace, and in the community are constantly changing
- analyze the connection between work and academics which can influence one’s future job/careers by:
 - explaining different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers
 - explaining how educational planning can impact future career opportunities
 - researching career choice through the use of technology
- evaluate how individual and societal needs can impact future jobs/careers by:
 - describing the impact of individual interests and abilities on career choices
 - identifying and describe jobs in career clusters (e.g., Arts and Humanities, Construction, Manufacturing, Science and Mathematics)
- recognize sources of career information (e.g., Career Day, guest speaker, field trips, informal personal surveys)
- identify the components of an Individual Learning Plan (ILP)
- recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing résumé and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
- 3.8** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.
- academics contribute to obtaining and succeeding in employment.

Grade 5 Skills and Concepts

Students will

- explain how interpersonal skills are needed to be a responsible friend, family and team member by:
 - examining ways to cooperate at home, school and work
 - demonstrating effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills
 - explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task
- describe how attitudes and work habits contribute to success at home, school and work by:
 - describing study skills needed in school
 - explaining how attitudes and work habits transfer from the home and school to the workplace
 - explaining how effective communication skills (e.g., reading, writing, speaking, and listening) impact work-related situations and give examples for success at home, school and work
 - identifying consequences for actions when disobeying rules and routines when employed
 - identifying the importance of developing good work habits (e.g., attendance, work done on time, follow directions)
- examine potential job/careers in the community
- describe employability skills needed to prepare individuals for obtaining and maintaining employment
- explain how success in an academic course of study could contribute to the ability to achieve and succeed in employment (e.g., Science/Medicine, Language Arts/Librarian)

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- technology skills can enhance learning and impact productivity at home, school and the workplace.
- communication skills are used in a variety of ways at home, school and in the workplace.

Grade 5 Skills and Concepts

Students will

- evaluate how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools and jobs by:
 - explaining how technology provides access to information and resources at home, school and the workplace
- demonstrate how to work cooperatively and collaboratively with peers when using technology in the classroom by:
 - explaining how written communication skills are used at school and in the workplace

MIDDLE LEVEL VOCATIONAL STUDIES

Kentucky Academic Standards – Vocational Studies – Sixth Grade

The vocational studies program at the sixth grade develops an exploration of careers. This exploration includes the purpose of having a job, concepts of consumer-decision-making, saving money, and connections between learning and working. All content teachers are responsible for providing instruction in the vocational studies area. The vocational program provides opportunities for students to investigate career options and study the relationship between careers and life roles. Students will connect educational achievement to career opportunities and set clear directions and goals for high school and beyond.

Students in the sixth grade vocational studies area develop an understanding of career planning, consumer decision-making and financial literacy that will foster life-long learning. The curriculum relates to consumer decisions, financial literacy, employability and use resources impacting the community and environment. Vocational studies addresses strategies for choosing and preparing a career, skills and work habits needed in future schooling and work. Opportunities are provided for skill development such as: interviewing, writing résumés, and completing applications that are needed for acceptance into college, other post-secondary training or to get a job. The challenge is for students to make a successful transition from school to the world of work, from job to job, across the career life span, and to be productive citizens.

The vocational studies content standards at the sixth grade are directly aligned with Kentucky's **Academic Expectations**. Consumerism and the vocational studies standards are organized around six "Big Ideas" that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness, Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career exploration and builds on prior learning.

Academic Expectations 2.36, 2.37 and 2.38 bring forward the career exploration in Vocational Studies. Vocational Studies provide a connection to Kentucky's Learning Goals 3 (become self-sufficient individuals) and Learning Goal 4 (become responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

5.4 Students use a decision-making process to make informed decisions among options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

economic and social factors affect consumer decisions.

culture, media and technology can influence consumer decisions.

consumer advocacy groups impact consumer's rights and responsibilities.

consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

advocacy is important for personal, family and community health and safety issues.

Big Idea: Consumer Decisions – Continued

Grade 6 Skills and Concepts

Students will

evaluate economic and social concepts and why they are important for consumer decisions by:
analyzing the differences between needs and wants and how individuals and families make choices
determining ways in which goods and services used by families impact the environment
applying decision-making strategies when buying products
comparing and evaluating products and services based on major factors (e.g., price, quality, features) when making consumer decisions
comparing the relationship between supply and demand and their role in meeting consumer needs
investigate how culture, media and technology can influence consumer decisions by:
explaining how culture, media and technology impact the family and consumer decision-making
identifying and explaining ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials)
exploring the positive and negative effects of advertising and explain the impact they have on consumer decisions
explain ways consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)
evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
using resources from home, school, and community that provide accurate and relevant health information
describing the influence of environmental factors that positively and negatively affect health
researching and describing services provided by environmental agencies (e.g., Soil Conservation, Environmental Protection Agency, KY Department of Natural Resources)
investigating conservation issues related to consumption and waste management practices
use a variety of sources to find examples of jobs carried out by people at school and in the community that support job success
examine individual, family, and community roles and responsibilities by:
investigating a variety of resources and explain ways in which consumers are addressing the effects of renewable resources on the environment
describing jobs carried out by people at school and in the community that support success in school

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
5.4 Students use a decision-making process to make informed decisions among options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

management of financial resources is needed to meet goals of individuals and families.
savings plans and budgets are a basic component in making financial decisions.
various services are provided by financial institutions (e.g., banks, credit unions).
career choice and lifestyle impact an individual's financial future.

Grade 6 Skills and Concepts

Students will

evaluate financial management resources and how they are needed to meet goals of individuals and families by:
prioritizing financial goals that might affect individuals, families and community
explaining various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account, savings bonds)
investigate savings plans and budgets in making financial decisions by:
developing a savings plan that would achieve a specific goal
describing basic components of a budget (e.g., income, fixed and flexible expenses, and savings)
explaining when and why borrowing is used for the purchase of goods and services
describe how basic services (e.g., deposits, checking account, savings account) are provided by financial institutions (e.g., banks, credit unions)
explain how financial goals affect future lifestyle expectations and career choices

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers. The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
- 5.4** Students use a decision-making process to make informed decision among options.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

an individual's work/career encompasses more factors than providing for basic needs.
jobs/careers reflect both individual and societal needs and vary within communities and regions.
career choices are available in planning for job/careers in a variety of career clusters.
the connection between work and academic achievement can influence one's future job/career.
an Individual Learning Plan (ILP) is an academic and career planning tool.
self-knowledge is an important part of the career planning process.

Grade 6 Skills and Concepts

Students will

evaluate why people need to work (e.g., earn money, contribute to community, enhance self-esteem) to meet basic needs (e.g., food, clothing, shelter), provide self-satisfaction, and enjoyment

investigate how jobs/careers reflect both individual and societal needs and vary within communities and regions by:

- comparing different job opportunities in the home, school, and community (e.g., home business, flexible schedule)
- recognizing that the roles of individuals at home, in the workplace, and in the community are constantly changing
- describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical) and explain how these skills impact job success and future career opportunities by:
 - researching career choices through the use of technology
 - identifying jobs in career clusters (e.g., Business and Marketing, Communications, Human Services, Social Services, Information Technology, Education, Social Sciences) that vary within and among regions
 - identifying resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information
- develop an educational plan that can impact their future career opportunities by:
 - creating an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and understand that career paths should relate to interests, aptitude, and abilities
 - identifying available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP)
- recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38 Students demonstrate skills such as interviewing, writing résumé and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
3.8 Students demonstrate the ability to make decisions based on ethical values.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

interpersonal skills impact individual's career choice and success in the workplace.
attitudes and work habits contribute to success at home, school and work.
employability skills are important to achieve success in the workplace.
academic and technical skills contribute to obtaining and succeeding in employment.

Grade 6 Skills and Concepts

Students will

evaluate how interpersonal skills impact individual's career choice and success in the workplace by:
explaining ways to cooperate at home, school and work
identifying available resources to locate job openings in the community
identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills
demonstrating how working cooperatively with people of diverse backgrounds and abilities is important to achieve success in the workplace
explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task

- explain how attitudes and work habits contribute to success at home, school and work by:
describing leadership skills needed in the school, community and the workplace
explaining how attitudes and work habits transfer from the home and school to the workplace
identifying consequences for actions when disobeying rules and routines when employed
explaining the role of authority in school and the workplace
identifying the importance of developing good work habits (e.g., attendance, time management, problem-solving)
- describe how employability skills are important to achieve success in the workplace by:
explaining the components and complete a job application
examining potential job/careers in the community
explaining how success in an academic course of study could contribute to the ability to achieve and succeed in employment (e.g., Science/Medicine, Language Arts/Librarian)
- explain how academic and technical skills contribute to obtaining and succeeding in employment by:
explaining how effective communication skills (e.g., reading, writing, speaking, and listening) impacts work-related situations and give examples for success at home, school and work
explaining how success in a technical course of study could contribute to the achievement in employment (e.g., Computer and Technology Concepts/Web Design, Life Skills/Child Care)

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

Grade 6 Enduring Knowledge – Understandings

Students will understand that

scientific and technological changes can impact a variety of careers.
technology skills can enhance learning and be used in developing a career plan.
communication skills are essential in seeking and maintaining jobs/careers.

Grade 6 Skills and Concepts

Students will

explain how scientific and technological changes impact specific careers (e.g., Nursing, Meteorologist, Radio and Television Broadcaster, Journalist)
evaluate how technology tools (e.g., computer programs, Internet, email, cell phones) are used in homes, schools and jobs by:
explaining how technology provides access to information and resources at home, school and the workplace
developing components of an on-line Individual Learning Plan (ILP) to provide a focus for academic and career planning
demonstrate how communication skills are essential in seeking and maintaining jobs/careers by:
describing the role of technology within a community in maintaining safe and healthy living environment
demonstrating how nonverbal communication skills (e.g., body language, facial expression, posture, dress) can impact relationships at home, school and the workplace
explaining how written communication skills are used at school and in the workplace

Kentucky Academic Standards – Vocational Studies – Seventh Grade

The vocational studies program at the seventh grade develops an exploration of careers. This exploration includes the purpose of having a job, concepts of consumer-decision-making, saving money, and connections between learning and working. All content teachers are responsible for providing instruction in the vocational studies area. The vocational studies program provides opportunities for students to investigate career options and study the relationship between careers and life roles. Students will connect educational achievement to career opportunities and set clear directions and goals for high school and beyond.

Students in the seventh grade vocational studies area develop an understanding of career planning, consumer decision-making and financial literacy that will foster life-long learning. The curriculum relates to consumer decisions, financial literacy, employability and use resources impacting the community and environment. Vocational studies addresses strategies for choosing and preparing a career, skills and work habits needed in future schooling and work. Opportunities are provided for skill development such as: interviewing, writing résumés, and completing applications that are needed for acceptance into college, other post-secondary training or to get a job. The challenge is for students to make a successful transition from school to the world of work, from job to job, across the career life span, and to be productive citizens.

The vocational studies content standards at the seventh grade are directly aligned with Kentucky's **Academic Expectations**. The vocational studies standards are organized around five "Big Ideas" that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school career to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways students demonstrate their learning and are specific to each grade level. The skills and concepts for vocational studies are fundamental to career exploration and builds on prior learning.

Academic Expectations 2.36, 2.37 and 2.38 bring forward the career exploration in Vocational Studies. Vocational Studies provide a connection to Kentucky's Learning Goals 3 (become self-sufficient individuals) and Learning Goal 4 (become responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

economic and social factors affect consumer decisions.

culture, media and technology can influence consumer decisions.

consumer advocacy groups impact consumer's rights and responsibilities.

consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

a variety of print and electronic resources are available in the home, school, and community that provide health and safety information.

advocacy is important for personal, family and community health and safety issues.

Grade 7 Skills and Concepts

Students will

evaluate economic and social concepts and why they are important for consumer decisions by:
examining the use of economic principles and resources when making choices to satisfy needs and wants of individuals and families

comparing and evaluating products and services based on major factors (e.g., brand name, price, quality, features, availability) when making consumer decisions

comparing the relationship between supply and demand and their role in meeting consumer needs

applying decision-making strategies when buying products

determining ways in which goods and services used by families impact the environment

investigate how culture, media and technology impact the family and consumer decision making by:

explaining ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials)

exploring the positive and negative effects of advertising techniques (e.g., free samples, coupons, use of gimmicks, misleading or false information) and explain the impact they have on consumer decisions

explain ways consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)

evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:

describing the influence of environmental factors that positively and negatively affect health

researching local and state environmental issues that address consumption for conservation and waste management practices

use print and electronic resources from home, school, and community that provide accurate and relevant health and safety information

use a variety of sources to find examples of jobs carried out by people at school and in the community that support job success

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.
5.4 Students use a decision-making process to make informed decisions among options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

management of financial resource practices is needed to meet goals of individuals and families. saving plans (e.g., investments, savings accounts, stocks, bonds) and budgets are economic practices in making financial decisions.
financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals.
career choice and lifestyle impacts an individual's financial future.

Grade 7 Skills and Concepts

Students will

evaluate financial management practices including budgeting, savings, banking services (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types and purpose of investing) and explain why these practices are important in achieving personal financial goals by:
constructing and using a personal spending/savings plan and evaluate according to short- and long-term goals
explaining the difference between credit and debit cards
investigate savings plans and budgets in making financial decisions by:
describing basic components of a budget (e.g., income, fixed and flexible expenses, and savings)
explain how financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals by:
analyzing the steps in opening and using a checking and savings account
develop financial goals for the future based on one's lifestyle expectations and career choices

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers. The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
- 5.4** Students use a decision-making process to make informed decision among options.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

an individual's work encompasses more factors than providing for basic needs.
jobs/careers reflect both individual and societal needs and vary within communities and regions.
career choices are available in planning for job/careers in a variety of career clusters.
the connection between work and academic achievement can influence one's future job/career.
an Individual Learning Plan (ILP) is an academic and career planning tool.
self-knowledge is an important part of the career planning process.

Big Idea: Career Awareness, Exploration, Planning - Continued

Grade 7 Skills and Concepts

Students will

explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment

evaluate how jobs/careers reflect both individual and societal needs and vary within communities and regions by:

comparing and contrasting the many factors that must be considered when selecting and preparing for employment or a career path

recognizing that the roles of individuals at home, in the workplace, and in the community are constantly changing

describe why attaining academic skills are important in both school and the workplace by:

researching career choices through the use of technology

describing how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) are grouped within career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions

develop an educational plan that can impact their future career opportunities by:

accessing and using resources for locating job/career information career paths related to interests, aptitude (e.g., academic skills), and abilities

updating the Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and understand that career paths should relate to your individual traits (e.g., interests, abilities, learning styles)

exploring and describing available postsecondary options (e.g., community technical colleges, 4-year colleges, military service) to develop career goals that are included in the Individual Learning Plan (ILP)

recognize how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38 Students demonstrate skills such as interviewing, writing résumé and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
3.9 Students demonstrate the ability to make decisions based on ethical values.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

interpersonal skills impact individual's career choice and success in the workplace.
attitudes and work habits contribute to success at home, school and work.
employability skills are important to achieve success in the workplace.
academic and technical skills contribute to obtaining and succeeding in employment.

Grade 7 Skills and Concepts

Students will

evaluate how interpersonal skills impact individual's career choice and success in the workplace by:
identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills
evaluating the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace
designing a plan for working cooperatively with others by contributing ideas, suggestions and efforts to complete a task
explaining how effective verbal and nonverbal communication skills impacts work-related situations
explain how attitudes and work habits contribute to success at home, school and work by:
demonstrating leadership skills by participating in co/extra-curricular activities, home, school and community
explaining how attitudes and work habits transfer from the home and school to the workplace
describing consequences for actions when disobeying rules and routines at the workplace
explaining the role of authority in school and the workplace
explaining the importance of developing good work habits (e.g., loyalty, initiative, assuming responsibility, time management, problem-solving)
describe how employability skills are important to achieve success in the workplace by:
using available resources for locating job openings
using established criteria to evaluate a completed job application
using technology to research job/careers in the community
examine academic and technical skills and how they contribute to obtaining and succeeding in employment by:
explaining how success in an academic course of study could contribute to the achievement and success in employment (e.g., Math/Teacher, Social Studies/Politician)
explaining how success in a technical course of study could contribute to the achievement and success in employment (e.g., AgriScience/Game Warden, Survey of Technology/Engineering)

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

Grade 7 Enduring Knowledge – Understandings

Students will understand that

scientific and technological changes can impact a variety of careers.
technology skills can enhance learning and be used in developing a career plan.
communication skills are essential in seeking and maintaining jobs/careers.

Grade 7 Skills and Concepts

Students will

explain how scientific and technological changes impact specific careers (e.g., Construction Worker, Automotive Technician, Food Service industry)
evaluate the purposes of technology tools (e.g., word processing, databases, spreadsheets, scanners, robots, personal electronic devices, Internet, email) and analyze how these impact productivity in homes, schools and jobs by:
explaining how technology provides access to information and resources at home, school and the workplace
continuing the development of the on-line Individual Learning Plan (ILP) to provide a focus for academic and career planning
examine how communication skills are essential in seeking and maintaining jobs/careers by:
explaining skills used in classroom and workplace: letter writing, nonverbal/verbal communication skills and interview skills
using different formats to summarize and communicate orally and in written form for use in the classroom and the workplace

Kentucky Academic Standards –Vocational Studies – Eighth Grade

The vocational studies program at the eighth grade develops an exploration of careers. This exploration includes the purpose of having a job, concepts of consumer-decision-making, saving money, and connections between learning and working. All content teachers are responsible for providing instruction in the vocational studies area. The vocational studies program provides opportunities for students to investigate career options and study the relationship between careers and life roles. Students will connect educational achievement to career opportunities and set clear directions and goals for high school and beyond.

Students in the eighth grade vocational studies area develop an understanding of career planning, consumer decision-making and financial literacy that will foster life-long learning. The curriculum relates to consumer decisions, financial literacy, employability and use resources impacting the community and environment. Vocational studies addresses strategies for choosing and preparing a career, skills and work habits needed in future schooling and work. Opportunities are provided for skill development such as: interviewing, writing résumés, and completing applications that are needed for acceptance into college, other post-secondary training or to get a job. The challenge is for students to make a successful transition from school to the world of work, from job to job, across the career life span, and to be productive citizens.

The vocational studies content standards at the eighth grade are directly aligned with Kentucky's **Academic Expectations**. The vocational studies standards are organized around five "Big Ideas" that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways students demonstrate their learning and are specific to each grade level. The skills and concepts for Vocational Studies are fundamental to career exploration and builds on prior learning.

Academic Expectations 2.36, 2.37 and 2.38 bring forward the career exploration in Vocational Studies. Vocational Studies provide a connection to Kentucky's Learning Goals 3 (become self-sufficient individuals) and Learning Goal 4 (become responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

social factors and economic principles affect consumer decisions.

culture, media and technology can influence consumer decisions.

consumer management practices relating to the human, economic, and environmental resources are needed to meet the goals of individual and families.

consumer advocacy groups impact consumer's rights and responsibilities.

consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

a variety of print and electronic resources are available in the home, school, and community that provide health and safety information.

advocacy is important for personal, family and community health and safety issues.

Big Idea: Consumer Decisions – Continued

Grade 8 Skills and Concepts

Students will

evaluate social factors and economic principles and their affect on consumer decisions by:
examining the use of economic principles and resources in making choices to satisfy needs and wants of individuals and families
comparing and evaluating products and services based on major factors (e.g., brand name, price, quality, features, availability) when making consumer decisions
comparing the relationship between supply and demand and their role in meeting consumer needs
analyzing the interrelationship between the economic system and consumer actions
apply decision-making strategies when buying products based on price, features, and quality
identifying practices that allow families to maintain economic self-sufficiency
investigate how culture, media and technology impact the family and consumer decision making by:
exploring and using technology to access consumer information (e.g., products, services, and resources)
developing criteria to evaluate consumer's buying practices that are influenced by peer pressure, desire for status and advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials)
investigate consumer advocacy groups and the impact of consumer's rights and responsibilities by:
examining economic impacts of laws and regulations that pertain to consumers and providers of services
identifying and explaining how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)
evaluate ways consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
describing the influence of environmental factors that positively and negatively affect health
researching local and state environmental issues that address consumption for conservation and waste management practices
use print and electronic resources from home, school, and community that provide accurate and relevant health information
locate and interpret career information and job opportunities in the community that support job success

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 5.4** Students use a decision-making process to make informed decisions among options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

management of financial resource practices is needed to meet goals of individuals and families.
saving plans (e.g., investments, savings accounts, stocks, bonds) and budgets are economic practices in making financial decisions.
saving plans (e.g., investments, savings accounts, stocks, bonds) and budgets are economic practices in making financial decisions.
financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals.
career choice and lifestyle impacts an individual's financial future.

Grade 8 Skills and Concepts

Students will

evaluate financial management practices including budgeting, savings, banking services (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types and purpose of investing) and explain why these practices are important in achieving personal financial goals by:
describing the risks and responsibilities associated with using credit
investigate savings plans and budgets in making financial decisions by:
constructing and using a personal spending/savings plan and evaluate according to short- and long-term goals
analyzing basic components of a budget (e.g., income, fixed and flexible expenses, and savings)
explain how financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals by:
analyzing the steps in opening and using a checking and savings account
develop financial goals for the future based on one's lifestyle expectations and career choices

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers. The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
- 5.4** Students use a decision-making process to make informed decision among options.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

an individual's work encompasses more factors than providing for basic needs.
jobs/careers reflect both individual and societal needs and vary within communities and regions.
career choices are available in planning for job/careers in a variety of career clusters.
the connection between work and academic achievement can influence one's future job/career.
an Individual Learning Plan (ILP) is an academic and career planning tool.

Grade 8 Skills and Concepts

Students will

analyze why people need to work (e.g., earn money, contribute to society, develop identity as a worker, enhance self-esteem) to meet basic needs (food, clothing, shelter) and for personal satisfaction and enjoyment by:
comparing and contrasting the many factors that must be considered when selecting and preparing for employment or a career path
explain how jobs/careers reflect both individual and societal needs
analyze the direct relationship of academic/technical skills, extracurricular activities, and community experiences to career preparation by:
researching career choice through the use of technology
create an educational plan that will can impact their future career opportunities by:
describing how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) are grouped together in career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions
accessing and evaluating resources for locating job/career information career paths related to interests, aptitude (e.g., academic skills), and abilities
creating and updating an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and understand that career paths should relate to your individual traits (e.g., interests, abilities, learning styles)
explaining with examples postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP)
analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
2.38 Students demonstrate skills such as interviewing, writing résumé and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
3.6 Students demonstrate the ability to make decisions based on ethical values.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

interpersonal skills impact individual's career choice and success in the workplace.
attitudes and work habits contribute to success at home, school and work.
employability skills are important to achieve success in the workplace.
academic and technical skills contribute to obtaining and succeeding in employment.

Grade 8 Skills and Concepts

Students will

evaluate how interpersonal skills impact individual's career choice and success in the workplace by:
analyzing and evaluating the role of each participant's contribution in a team setting
evaluating the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace
designing a plan for working cooperatively with others by contributing ideas, suggestions and efforts to complete a task
explaining how effective verbal and nonverbal communication skills impacts work-related situations
examine how attitudes and work habits contribute to success at home, school and work by:
identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work)
demonstrating leadership skills by participating in co/extra-curricular activities, home, school and community
explaining how attitudes and work habits transfer from the home and school to the workplace
demonstrating and explaining how various forms of etiquette are used in the home, school, community, and workplace
describing consequences for actions when disobeying rules and routines at the workplace
explaining the role of authority in school and the workplace
explaining the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention and advancement
explain how employability skills are important to achieve success in the workplace by:
using available resources for locating job openings
using established criteria to evaluate a completed job application
explain how academic and technical skills contribute to obtaining and succeeding in employment by:
using technology to research job/careers in the community
explaining how success in an academic course of study could contribute to the achievement and success in employment (e.g., Arts and Humanities/Museum Curator, Health Education/Personal Trainer)
explaining how success in a technical course of study could contribute to the achievement and success in employment (e.g., Career Choices/Nurse, Business/Marketing Career Exploration/Advertising Manager)

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

Grade 8 Enduring Knowledge – Understandings

Students will understand that

scientific and technological changes can impact a variety of careers.
technology skills can enhance learning and be used in developing a career plan.
communication skills are essential in seeking and maintaining jobs/careers.

Grade 8 Skills and Concepts

Students will

explain how jobs/careers (e.g., Physical Therapist, Radio and Television Broadcaster, Web Designer) have been created as a result of scientific and technological advancements
evaluate the purpose of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools and jobs by:
explaining how technology provides access to information and resources at home, school and the workplace
describing the role of technology within a community in maintaining safe and healthy living environment
updating the Individual Learning Plan (ILP) to provide a focus for academic and career planning
explain how communication skills are essential in seeking and maintaining jobs/careers by:
describing effective speaking and listening skills used in a job interview
explaining skills used to seek, obtain, maintain, and change jobs/careers: written communication, nonverbal/verbal communication skills and interview skills
using different formats to summarize and communicate orally and in written form for use in the classroom and the workplace

HIGH SCHOOL VOCATIONAL STUDIES

Kentucky Academic Standards – Vocational Studies – High School

Students in the high school vocational studies program develop an understanding of career planning as well as consumer decision-making and financial literacy that will foster life-long learning. The vocational studies program at the high school level develops a career plan. All content teachers are responsible for providing instruction in the vocational studies area. Students need to know the demands of a career and how it will affect their multiple roles in life. While in high school, they should focus on acquiring the knowledge and skills necessary for making successful transitions to college, technical school, military service, and/or work. Students must exhibit those attributes that are valued by employers and demonstrate the techniques for marketing themselves, which will serve them throughout life in a rapidly changing technological society.

The content in vocational studies addresses strategies for choosing and preparing a career, skills and work habits that lead to success in future schooling and work, and skills such as interviewing, writing résumés, and completing applications that are needed for acceptance into college, or other post-secondary training or to the workforce. Vocational studies at this level enable students to acquire the consumer skills and planning of careers. The challenge is to empower students to make a successful transition from school to the world of work, from job to job, across the career life span, and to be productive citizens.

The vocational studies content standards at the high school level are directly aligned with Kentucky's **Academic Expectations**. The vocational studies standards are organized around five "Big Ideas" that are important to the discipline of vocational studies. These big ideas are: Consumer Decisions, Financial Literacy, Career Awareness/Exploration/Planning, Employability Skills, and Communication/Technology. The Big Ideas are conceptual organizers for vocational studies and are the same at each grade level. This ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of vocational studies. The understandings represent the desired results- that focus on learning, and the knowledge students will have to explain or apply. Understandings can be used to frame development of units of study and lessons plans.

Skills and concepts describe the ways students demonstrate their learning and are specific to each grade level. The skills and concepts for Vocational Studies are fundamental to career planning and builds on prior learning.

Academic Expectations 2.36, 2.37 and 2.38 bring forward the career planning in Vocational Studies. Vocational Studies provide a connection to Kentucky's Learning Goals 3 (become self-sufficient individuals) and Learning Goal 4 (become responsible group members). These connections provide a comprehensive link between essential content, skills and abilities important to learning.

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions. Students demonstrate the skills to evaluate and use services and resources available in their community.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.4** Students use a decision-making process to make informed decisions among options.

High School Enduring Knowledge – Understandings

Students will understand that

- social factors and economic principles impact consumer decisions.
- consumer decisions are impacted by the global economy, national trends, societal issues, family and economic principles.
- culture, media and technology can influence consumer decisions.
- consumer management practices relating to the human, economic, and environmental resources are needed to meet the goals for individuals and families.
- consumer advocacy groups impact consumer’s rights and responsibilities.
- consumer actions influence the use of resources and the impact they have on the environment.
- a variety of print and electronic resources are available in the home, school, and community that provide health and safety information.

Big Idea: Consumer Decisions – Continued

High School Skills and Concepts

Students will

- evaluate social factors and economic principles and their impact on consumer decisions by:
 - explaining how buying and selling practices impact consumer decisions
 - examining the use of economic principles and resources in making choices to satisfy needs and wants of individuals and families
 - comparing and contrasting the selection of goods and services by applying effective consumer strategies
 - recognizing the relationship between supply and demand and their role in meeting consumer needs
- analyze consumer decisions and how they impact the global economy, national trends, societal issues, family and economic principles by:
 - analyzing interrelationship between the economic system and consumer actions
 - explaining practices that will assist families to achieve and maintain economic self-sufficiency
- investigate how culture, media and technology impact the family and consumer decision making by:
 - comparing and evaluating products and services based on major factors (e.g. price, quality, availability, warranties, comparison shopping, impulse buying, features, peer pressure, culture, technology) when making consumer decisions
 - analyzing and evaluating ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (e.g., jingles/slogans, plain folks, magic ingredients, facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards)
 - comparing and contrasting the relationship of the environment to family and consumer resources
- evaluate management practices (e.g., budgeting, time management, decision-making) of individual and families relating to food, clothing, shelter, health care, recreation and transportation
- examine economic impacts of laws and regulations that pertain to consumers and providers of services and explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups)
- evaluate consumer actions (e.g., reuse, reduce, recycle, choosing renewable energy sources, using biodegradable packaging materials, composting) and analyze how these actions impact the environment (e.g., conserving resources, reducing water, air, and land pollution, reducing solid waste, conserving energy, greenhouse effect, slowing global warming) by:
 - describing the influence of environmental factors that positively and negatively affect health
 - researching local, state, national and international environmental issues that address consumption for conservation and waste management practices
- use print and electronic resources from home, school, and community that provide accurate and relevant health information

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 5.4** Students use a decision-making process to make informed decisions among options.

High School Enduring Knowledge – Understandings

Students will understand that

- management of financial resource practices is needed to meet goals of individuals and families across the life span.
- saving plans (e.g., investments, savings accounts, stocks, bonds) and budgets are economic practices in making financial decisions.
- financial institutions (e.g., banks, brokerage firms, credit unions) provide consumer services that help in achieving financial goals.
- career choice and lifestyle impacts an individual's financial future.
- usage of credit involves risks and responsibilities for an individual's financial future.

High School Skills and Concepts

Students will

- analyze financial management practice, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and explain their importance in achieving short and long-term financial goals by:
 - describing the risks and responsibilities associated with using credit (e.g., use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy)
- create and evaluate a personal spending/savings plan determined by an individual's short- and long-term financial goals
- compare an electronic means of transfer (e.g., debit cards, ATM, automatic deposits/payments) offered by various financial institutions
- develop financial goals for the future based on one's lifestyle expectations and career choices

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work. Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

5.4 Students use a decision-making process to make informed decision among options.

High School Enduring Knowledge – Understandings

Students will understand that

- career choices impact life-long earning potential, career opportunities and job satisfaction.
- jobs/careers reflect both individual and societal needs and vary within communities and regions.
- resources are available in planning for an occupation in a career cluster.
- academic and technical skills in a variety of jobs are transferable and have commonalities.
- an Individual Learning Plan (ILP) is an academic and career planning tool.
- the transition process is continuous and focuses on post school outcomes.
- life-long learning in a global society is important for personal and professional growth.

High School Skills and Concepts

Students will

- analyze and evaluate why people need to work and how a person's career choice impacts lifelong earning potential, career opportunities, and job satisfaction
- explain how jobs/careers reflect both individual and societal needs by:
 - comparing and contrasting the many factors (e.g., family, environment, location) that must be considered when selecting and preparing for employment or a career path
- analyze the direct relationship of academic/technical skills, extracurricular activities, and community experiences to career preparation by:
 - researching career choice through the use of technology
 - evaluating job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in career clusters (e.g., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) that vary within and among communities and regions
- create an educational plan that can impact their future career opportunities by:
 - accessing and evaluating resources for locating job/career information career paths related to interests, aptitude (e.g., academic skills), and abilities
 - updating and maintaining an Individual Learning Plan (ILP) to explore self-knowledge and academic aptitude and understand that career paths should relate to your individual traits (e.g., interests, abilities, learning styles, achievements, career goals)
 - explaining with examples postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Learning Plan (ILP)
- analyze how the changing roles of individuals and the workplace relate to the new opportunities for careers in a global society
- analyze how life-long learning in a global society is important for personal and professional growth

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing résumé and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

3.6 Students demonstrate the ability to make decisions based on ethical values.

High School Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills impact individual's career choice and success in the workplace.
- employability skills are important to achieve success in the workplace.
- academic and technical skills prepare them for obtaining, maintaining, advancing and changing employment.
- team skills are essential in achieving success in the workplace.

Big Idea: Employability Skills – Continued

High School Skills and Concepts

Students will

- analyze how interpersonal skills impact individual's career choice and success in the workplace by:
 - identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work)
 - analyzing and evaluating the role of each participant's contribution in a team setting
 - evaluating the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace
 - designing a plan for working cooperatively with others by contributing ideas, suggestions and efforts to complete a task
 - explaining how effective verbal and nonverbal communication skills impacts work-related situations
- evaluate how employability skills are important to achieve success in the workplace by:
 - demonstrating leadership skills by participating in co/extra-curricular activities, home, school and community
 - analyzing the leadership qualities of a successful person and explain how the qualities described are essential to successful employment in any career (e.g., self-directed, effective at time management, problem-solving skills, positive attitude)
 - evaluating personal attitudes and work habits that support career retention and advancement
 - describing consequences for actions when disobeying rules and routines at the workplace
 - explaining the role of authority in school and the workplace
 - explaining the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention and advancement
- examine how academic and technical skills prepare them for obtaining, maintaining, advancing and changing employment by:
 - using technology to research job/careers in the community
 - explaining how success in an academic course of study could contribute to the achievement and success in employment (e.g., Physical Education/Personal Trainer, Arts and Humanities/Musician)
 - explaining how success in a technical course of study could contribute to the achievement and success in employment (e.g. Information Technology/Programmer, Communications/Broadcast Technician)
 - demonstrating the relationship between academic achievement and how it effects success in the workplace by creating or evaluating an Individual Learning Plan (ILP)

Big Idea: Communication/Technology

Special communication and technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 2.38** Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

High School Enduring Knowledge – Understandings

Students will understand that

- scientific and technological advancements can impact careers in the global economy.
- technology skills can enhance learning and be used in developing a career plan.
- communication and technological skills are used to seek, obtain and change jobs/careers.

High School Skills and Concepts

Students will

- describe how job market changes have resulted from scientific advancements and the increase use of technology in the global economy
- evaluate the purpose of technology tools (e.g., satellite, automated phone systems, on-line courses, computer-aided drafting (CAD), graphing calculators, spreadsheets, databases, Internet, on-line banking) and multi-media (Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools and jobs by:
 - demonstrating how to work cooperatively and collaboratively with peers when using technology in the workplace
 - explaining how technology provides access to information and resources at home, school and the workplace
 - practicing social/work etiquette needed when using telephone/cell phone, Internet and email at home, school and in the workplace
 - continuing to update the Individual Learning Plan (ILP) to provide a focus for transitioning to post school outcomes
 - describing the role of technology within a community in maintaining safe and healthy living environment
 - assessing the availability of emerging technology and the impact that it has on individuals, families, and workplace
- explain how communication and technological skills are used to seek, obtain and change jobs/careers by:
 - examining effective speaking and listening skills used in a job interview
 - applying skills used to seek, obtain, maintain, and change jobs/careers and transition to postsecondary opportunities: conducting a job search, writing letters, completing an application, securing a letter of reference, preparing a résumé, applying interview techniques, and using proper procedures when changing jobs