



# SUCCEEDING

## IN THE WORLD OF WORK

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STANDARDS	PAGE REFERENCES
<b>PERSONAL, ACADEMIC AND CAREER EXCELLENCE (PACE)</b>	
<p><b>Course Description:</b> (PACE) <i>Personal, Academic and Career Excellence</i> is a lifeplanning course designed for ninth grade students. This transition course will help students develop a sense of relevance and ownership in their learning. PACE will empower them to become responsible, contributing and productive members of an ever-changing global society. Students will envision and “pace” their lives through the development of a personalized ten-year life plan. They will be motivated to strive toward excellence in navigating their personal, academic, and career lives.</p>	
<b>Course Standards and Expectations</b>	
<p><b>Standard 1.0 Envision a personally satisfying future and evaluate the lifelong impact of current choices.</b></p>	
<b>Expectations and Performance Indicators:</b>	
<p>1.1 Assess personal passions, personality traits, values, strengths and weaknesses in the establishment of a unique identity.</p>	<p><b>Student Edition:</b> 36-43 <i>Figure 42</i> <i>Review Key Concepts 43 #1</i> <b>Teacher Wraparound Edition:</b> C 43; DS 36; SP 37, 40; WS 39</p>
<p>1.2 Reflect on personal definitions of excellence, success, best, commitment, and satisfaction.</p>	<p><b>Student Edition:</b> 297-298, 337-338 <i>Career Checklist 297</i> <i>Everyday Ethics 20, 63, 83, 194</i> <b>Teacher Wraparound Edition:</b> DS 297</p>

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1.3 Envision a desirable adult life.	<b>Student Edition:</b> 36-43, 555-559, 561-567 <i>Real-World Connection</i> 563 <b>Teacher Wraparound Edition:</b> C 43, 567; CT 562; DS 555; SP 38
1.4 Evaluate the impact of choices associated with substance abuse, teen sexuality, dropping out of school, and other potentially harmful activities.	<b>Student Edition:</b> 244 <i>Everyday Ethics</i> 194 <b>Teacher Wraparound Edition:</b> SP 244
1.5 Appraise the value of education and the importance of becoming internally motivated in striving toward excellence and graduating from high school.	<b>Student Edition:</b> 71-72, 111-114 <b>Teacher Wraparound Edition:</b> C 115; CT 71, 111
<b>Standard 2.0 Assess skills in building and maintaining healthy relationships within personal, career and global environments.</b>	
<b>Expectations and Performance Indicators:</b>	
2.1 Demonstrate effective communication and conflict resolution skills in school, family, career and community settings.	<b>Student Edition:</b> 164-165, 293-294, 298-300, 338 <b>Teacher Wraparound Edition:</b> CT 293; SP 164, 165
2.2 Analyze strategies to balance the multiple roles and responsibilities within individual, family, career, and community life.	<b>Student Edition:</b> 538, 561-567 <i>Review Key Concepts</i> 567 #1 <i>The 21<sup>st</sup> Century Workplace</i> 538 <b>Teacher Wraparound Edition:</b> C 567; DS 561; SP 564
2.3 Evaluate the significance of commitment to various types of relationships.	<b>Student Edition:</b> 209 <i>Everyday Ethics</i> 83, 536
2.4 Examine the interdependency that exists among people within the global community.	<b>Student Edition:</b> 15-16, 191, 380 <i>Review Key Concepts</i> 21 #2 <i>The 21<sup>st</sup> Century Workplace</i> 380 <b>Teacher Wraparound Edition:</b> CT 15, 380; SP 15; WS 16

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2.5 Demonstrate respect for multiple diversities within a global society.	<b>Student Edition:</b> 15-16, 380 <i>The 21<sup>st</sup> Century Workplace</i> 14, 138, 226, 273, 334, 471, 538, 566 <b>Teacher Wraparound Edition:</b> UA 15; WS 16
2.6 Explore and model respectful, positive behavior that contributes to building and maintaining healthy, caring relationships.	<b>Student Edition:</b> 204-209, 210-215, 229-233, 290-295 <b>Teacher Wraparound Edition:</b> C 209, 215; DS 211, 291; RS 205, 291; SP 231
<b>Standard 3.0 Develop personal qualities and management techniques needed to become contributing and responsible students, consumers, family members, employees, and citizens.</b>	
<b>Expectations and Performance Indicators:</b>	
3.1 Demonstrate positive character traits/qualities related to responsibility and work ethics.	<b>Student Edition:</b> 204-209, 210-215, 229-233, 290-295 <b>Teacher Wraparound Edition:</b> C 209, 215; DS 211, 291; RS 205, 291; SP 231
3.2 Apply goal-setting and decision-making processes to accomplish tasks and fulfill responsibilities.	<b>Student Edition:</b> 31-34, 108-109, 313-314, 357-361 <i>Figure 32</i> , 110 <b>Teacher Wraparound Edition:</b> CL 313; DS 31; RS 108; SP 33
3.3 Analyze life situations in which delaying gratification would lead to long-term rewards.	<b>Student Edition:</b> 108-110, 314 <i>Chapter Summary</i> 118 <i>Personal Academic and Career Portfolio</i> 121 <b>Teacher Wraparound Edition:</b> RS 108; WS 109
3.4 Generate personal strategies for managing stress, anxieties and fears.	<b>Student Edition:</b> 166, 185, 232, 246-247 <i>Everyday Ethics</i> 254 <i>Review Key Concepts</i> 247 #3 <b>Teacher Wraparound Edition:</b> RG 184; WS 232

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3.5 Apply time management and organizational strategies for managing activities and resources.	<b>Student Edition:</b> 401-405 <i>Real-World Connection</i> 61 <i>Review Key Concepts</i> 405 #3 <b>Teacher Wraparound Edition:</b> CT 402; SP 403
3.6 Demonstrate basic financial literacy and money management strategies.	<b>Student Edition:</b> 444-450, 451-455 <i>Figure</i> 447 <i>Review Key Concepts</i> 450 #3 <b>Teacher Wraparound Edition:</b> C 455; CT 447; DS 445, 452; SP 449
3.7 Establish wellness goals to maximize present and future health, appearance and excellence in school, family, career and community settings.	<b>Student Edition:</b> 243-245, 255 <i>Creative Business Practices</i> 408 <i>Review Key Concepts</i> 247 #1 <b>Teacher Wraparound Edition:</b> C 255; DS 243; RS 243; SP 244
<b>Standard 4.0 Integrate basic academic and technology skills for success in interdisciplinary studies and multiple life roles.</b>	
<b>Expectations and Performance Indicators:</b>	
4.1 Utilize reading, writing, listening, speaking, science and mathematic skills in school, family, career and community settings.	<b>Student Edition:</b> 330-339, 340-347 <i>Math In Action</i> 38, 192, 361 <i>Science In Action</i> 208, 389, 508 <b>Teacher Wraparound Edition:</b> C 339, 347; CT 335; DS 331, 341; RS 337; SP 332, 334; WS 343
4.2 Apply safe technology practices and reliable research strategies as an integral part of academic and life success.	<b>Student Edition:</b> 61-64, 380-381 <i>Tech Savvy</i> 17, 111, 250, 342, 472, 513 <i>Writing Skills Practice</i> 49 <b>Teacher Wraparound Edition:</b> CT 63; RS 111; SP 61; WS 380
4.3 Investigate the influence of assessments and high school performance upon entrance into postsecondary education.	<b>Student Edition:</b> 71, 111-114 <b>Teacher Wraparound Edition:</b> C 115; CT 71, 111

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4.4 Analyze individual assessment results and data and create a personalized educational improvement plan.	<b>Student Edition:</b> 104-105 <i>Figure 104</i> <i>Practice Academic Skills 105 #5</i> <b>Teacher Wraparound Edition:</b> C 105, 115; R 104
<b>Standard 5.0 Evaluate the impact of personal interests, aptitudes, education and career choices on personal lifestyle.</b>	
<b>Expectations and Performance Indicators:</b>	
5.1 Assess personal career interests and aptitudes.	<b>Student Edition:</b> 39-43, 102-105 <i>Figure 42, 104</i> <b>Teacher Wraparound Edition:</b> C 43, 105; DS 103; RS 39; SP 40; WS 39
5.2 Compare personal assessments with possible career clusters and pathways.	<b>Student Edition:</b> 39-43, 102-105 <i>Figure 42, 104</i> <b>Teacher Wraparound Edition:</b> C 43, 105; DS 103; RS 39; SP 40; WS 39
5.3 Create and compare a personal budget reflecting future lifestyle desires and a subsistence budget.	<b>Student Edition:</b> 445-450, 556 <i>Figure 447</i> <i>Review Key Concepts 450 #3</i> <b>Teacher Wraparound Edition:</b> C 450; DS 445; SP 46, 449; UA 447
5.4 Compare varying educational requirements in personally selected career clusters to possible incomes and life rewards/sacrifices.	<b>Student Edition:</b> 68-73 <i>Figure 72</i> <i>Review Key Concepts 73 #1</i> <b>Teacher Wraparound Edition:</b> C 73; CT 70, 71, 72; DS 69; SP 71
5.5 Analyze the impact of commitment to education to future lifestyle and life satisfaction.	<b>Student Edition:</b> 71, 111-114 <b>Teacher Wraparound Edition:</b> C 115; CT 71, 111

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5.6 Select the career most closely matching personal interests, aptitudes, lifestyle budget and commitment to education and training.	<b>Student Edition:</b> 39-43, 102-105 <i>Figure 42, 104</i> <b>Teacher Wraparound Edition:</b> C 43, 105; DS 103; RS 39; SP 40; WS 39
<b>Standard 6.0 Generate a life portfolio with a personalized ten-year life plan for education, career, financial security, and family life.</b>	
<b>Expectations and Performance Indicators:</b>	
6.1 Access, analyze and apply career information through a variety of experiences.	<b>Student Edition:</b> 58-66, 67-73 <i>Figure 60</i> <i>Review Key Concepts 66 #1</i> <b>Teacher Wraparound Edition:</b> C 66, 73; DS 59, 64, 68; SP 61
6.2 Compare education and training alternatives after high school for career choices within an identified career cluster.	<b>Student Edition:</b> 68-73 <i>Figure 72</i> <i>Review Key Concepts 73 #1</i> <b>Teacher Wraparound Edition:</b> C 73; CT 70, 71, 72; DS 69; SP 71
6.3 Formulate an educational plan for an occupation within a career cluster that begins with entry into high school and continues through post-secondary education and/or training program.	<b>Student Edition:</b> 71, 111-114 <b>Teacher Wraparound Edition:</b> C 115; CT 71, 111
6.4 Compile a list of transferable skills and career options that match personal interests and aptitudes.	<b>Student Edition:</b> 39-43, 102-105 <i>Figure 42, 104</i> <b>Teacher Wraparound Edition:</b> C 43, 105; DS 103; RS 39; SP 40; WS 39
6.5 Demonstrate the process used to locate and secure employment.	<b>Student Edition:</b> 130-135, 136-145, 154-161, 162-169 <i>Figure 132</i> <i>Real-World Connection 141</i> <b>Teacher Wraparound Edition:</b> C 135; CT 134, 159; DS 121; WS 1133, 138, 1563

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6.6 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	<b>Student Edition:</b> 71, 111-114 <b>Teacher Wraparound Edition:</b> C 115; CT 71, 111
6.7 Utilize labor market information, knowledge of technology, and current trends to forecast a ten-year job outlook for a chosen career.	<b>Student Edition:</b> 71-73 <i>Review Key Concepts 73 #2</i> <b>Teacher Wraparound Edition:</b> CT 72
6.8 Prepare a monthly financial plan for the first year of independent living based upon entry-level earnings within a chosen occupation.	<b>Student Edition:</b> 556-558 <i>Tech Savvy 558</i> <b>Teacher Wraparound Edition:</b> C 559; CT 556; SP 556, 558
6.9 Compose a personal life mission statement and a life plan for the next ten years.	<b>Student Edition:</b> 36, 107-109, 118 <i>Figure 110</i> <i>Review Key Concepts 115 #1</i> <b>Teacher Wraparound Edition:</b> DS 36; RS 108
<b>Standard 7.0 Demonstrate citizenship, leadership and teamwork skills needed for a life of excellence within the family, workplace and community.</b>	
<b>Expectations and Performance Indicators:</b>	
7.1 Assess factors involved in successful leadership skills, citizenship traits, and cooperative teamwork.	<b>Student Edition:</b> 311-316, 319-321, 565-567 <i>Figure 320</i> <i>Review Key Concepts 317 #2</i> <b>Teacher Wraparound Edition:</b> CT 314, 320; DS 311; SP 312; WS 565
7.2 Initiate, plan and conduct service-learning projects through the co-curricular student organization.	<b>Student Edition:</b> 66, 566-567 <i>Real-World Connection 109</i>