Workplace Skills Standards Rationale

Most students will spend more than a third of their lives in a diverse and constantly changing workplace. Regardless of personal, career, or educational plans, students must demonstrate proficiency both in academics and the following workplace standards.

The Workplace Skills Standards are designed to be integrated into the traditional curriculum taught in schools at all levels and are most effectively learned in the context of an integrated effort involving parents, educators, business partners and members of the community. Student acquisition of critical workplace skills, with an emphasis on application, is a developmental process which encompasses an individual's entire lifetime. The demonstration of these skills is essential for individuals and contributes to the foundation of an educated citizenry.

Table 1. Workplace Skills Standards

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

STANDARD 2

Students apply computation skills and data analysis techniques to make decions and solve workplace problems.

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

STANDARD 5

Students demonstrate a set of marketable skills which enhance career options.

STANDARD 6

Students illustrate how social, organizational and technological systems function.

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

WORKPLACE SKILLS STANDARDS
BY LEVEL: FOUNDATIONS (Grades 1-3)

STANDARD 1

Students use principles of effective oral, written and listening communication skills to make decisions and solve workplace problems.

- **1WP-F1. Describe how the five senses are used in communications**

  PO 1. Identify the five senses
  PO 2. Provide examples of each sense in action

- **1WP-F2. Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately**

  PO 1. Recognize the content of an oral presentation
  PO 2. Ask questions relating to content
  PO 3. State opinions relating to content
  PO 4. Develop summary of relevant content

- **1WP-F3. Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions)**

  PO 1. Listen effectively
  PO 2. Analyze/evaluate orally received information
  PO 3. Respond appropriately

- **1WP-F4. Listen to an oral presentation, evaluate, and express an opinion orally**

  PO 1. Recognize the content of an oral presentation
  PO 2. Develop summary of relevant content

- **1WP-F5. Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively**

  PO 1. Participate in groups
  PO 2. Speak to a group
  PO 3. Share writing with a group

- **1WP-F6. Write communications that have a definite audience and clear purpose, are well-organized, and use appropriate conjunctions and transition words to tie ideas together**

- **1WP-F7. Determine the main idea or essential message of a text**

    PO 1. Identify the main idea and relevant facts in a reading selection
    PO 2. Sequence a series of events from a reading selection
    PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection
    PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

STANDARD 2

Students apply computation skills and data analysis techniques to make decisions and solve workplace problems.

Note: The Foundations Level is central to preparation for the workplace and is adequately covered in the Mathematics Standards document.

- **2M-F1. Collect and analyze data using the concepts of largest, smallest, most often, least often and middle**

    PO 1. Collect and record data from surveys (e.g., favorite color or food, height, ages) or experiments
    PO 2. Organize (e.g., sorting, sequencing, tallying) information from surveys or experiments
    PO 3. Identify largest, smallest, most often recorded (i.e., mode), least often and middle (i.e., median) using sorted data
    PO 4. Formulate questions from organized data

STANDARD 3

Students apply critical and creative thinking skills to make decisions and solve workplace problems.

- **3WP-F1. Address a specific problem by specifying their goals, devising alternative solutions, considering the risks of each and choosing the best course of action**

    PO 1. Apply problem solving techniques to determine a solution
    PO 2. Identify methods of initiating change
    PO 3. Define a variety of creative thinking skills
    PO 4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues
    PO 5. Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research
    PO 6. Describe possible solutions to a variety of problems

- **3WP-F2. Identify methods for initiating change**

  PO 1. Give examples of methods to initiate change

- **3WP-F3. Define a variety of creative thinking skills**

  PO 1. Use creative thinking skills in a variety of situations

- **3WP-F4. Practice a variety of creative thinking skills to identify potential solutions to workplace issues**

  PO 1. Identify ways of using creative thinking skills
  PO 2. Apply creative thinking skills to solve workplace issues

- **3WP-F5. Identify the need for data, obtaining it from existing sources such as the library, on-line databases or field research**

  PO 1. Define data, database, library and data sources, and field research
  PO 2. Apply data from existing sources, such as: the library, on-line database and field research

- **3WP-F6. Describe possible solutions to a variety of problems**

  PO 1. Identify possible solutions to a variety of problems
  PO 2. Apply problem solving techniques to determine a solution

STANDARD 4

Students work individually and collaboratively within team settings to accomplish objectives.

- **4WP-F1. Understand and demonstrate the importance of dependability, trust-worthiness, productivity and initiative in all areas of life and when interacting with others**

  PO 1. Demonstrate characteristics of positive behavior
  PO 2. Identify roles of team members
  PO 3. Interact collaboratively to obtain team results

- **4WP-F2. Identify the difference between decisions and accomplishments made by individuals and groups**

  PO 1. Compare individual versus group decisions
  PO 2. Compare individual versus group accomplishments

- **4WP-F3. Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure**

    PO 1. Demonstrate skills necessary for positive group dynamics

- **4WP-F4. Recognize and participate in leadership roles**

    PO 1. Describe leadership
    PO 2. Give examples of leadership roles
    PO 3. Practice leadership roles

STANDARD 5

Students will demonstrate a set of marketable skills that enhance career options.

- **5WP-F1.   Explore areas of interests and possible work choices**

    PO 1. Define "areas of interest"
    PO 2. Describe work choices
    PO 3. Discuss how interests can relate to work choices

- **5WP-F2. Demonstrate ability to make decisions which contribute to a productive school and work ethic**

    PO 1. Demonstrate being dependable, trustworthy, and productive while at school
    PO 2. Practice decision-making process

- **5WP-F3. Demonstrate basic academic skills in reading, writing, listening, speaking and mathematics**

STANDARD 6

Students illustrate how social, organizational and technological systems function.

Definition: A system equals an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the entire operation. Examples of systems are social (e.g., family, school) and technological (e.g., local area network, telephone).

- **6WP-F1. Identify the components and how they fit together in community and social systems**

    PO 1. Discuss the relationship between systems in your community (e.g., family, school, social, technological)

STANDARD 7

Students demonstrate technological literacy for productivity in the workplace.

- **7WP-F1. Identify the many uses of technology**

  PO 1. Give examples of the many uses of technology

- **7WP-F2.   Use technology to access information, demonstrating basic computer skills (e.g., pull-down menus, icons, passwords, key word searches)**

  PO 1. Define/discuss/give examples of technology
  PO 2. Operate developmentally appropriate technologies to access information

STANDARD 8

Students apply principles of resource management and develop skills that promote personal and professional well-being.

- **8WP-F1. Understand the relationship between the goal-setting process and the allocation of time, money, material and human resources**

  PO 1. Define/discuss relationship between goal-setting and allocation of resources

- **8WP-F2. Plan class time to accomplish schoolwork goals**

  PO 1. Plan class time to accomplish schoolwork goals