

# Across-the-Board Tasks for High School CTE Courses

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## Workplace Readiness Skills

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### **Demonstrating Personal Qualities and Abilities**

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#### **Task Number 1**

#### **Demonstrate creativity and innovation.**

##### **Definition**

Demonstration includes

- discussing the importance of creativity and innovation in the workplace
- brainstorming and contributing ideas, strategies, and solutions
- developing and/or improving products, services, or processes
- identifying and allocating available resources.

## Process/Skill Questions

- What are creativity and innovation? Why are they important in the workplace?
- Why is it important to brainstorm and contribute ideas within a team?
- How might one improve a product, service, or process in a career pathway?
- What resources are needed to solve a problem? How should these resources be allocated?

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## Task Number 2

### **Demonstrate critical thinking and problem solving.**

#### Definition

Demonstration includes

- recognizing and analyzing problems
- evaluating potential solutions and resources
- using a logical approach to make decisions and solve problems
- implementing effective courses of action.

## Process/Skill Questions

- What is an example of a situation where one could use a reasoning model to make a decision?
- What steps might one take to make a decision or solve a problem?
- What are examples of questions one might ask when analyzing problems?
- How can potential solutions be evaluated?
- What are the advantages and disadvantages of using a reasoning approach to make a decision or solve a problem?

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## Task Number 3

### **Demonstrate initiative and self-direction.**

#### Definition

Demonstration includes

- recognizing the importance of proactive, independent decision making
- identifying workplace needs
- completing tasks with minimal direct supervision
- applying solutions.

### **Process/Skill Questions**

- What is the difference between initiative and self-direction? Explain.
- Why is self-direction important in the workplace?
- What is an example of applying initiative?
- How can tasks be completed with minimal direct supervision?

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## **Task Number 4**

### **Demonstrate integrity.**

#### **Definition**

Demonstration includes

- defining *integrity*
- recognizing the importance of having integrity in the workplace
- complying with local, state, and federal laws
- adhering to workplace policies and procedures
- exhibiting honesty, fairness, and respect toward self, others, and property.

### **Process/Skill Questions**

- What is a recent example of an employer failing to comply with the law?
- Where can one find information on local, state, and federal laws?
- How can workplace policies and rules affect employees' personal lives?
- How does one demonstrate integrity?
- How should an employee respond when he/she sees a coworker failing to comply with a workplace policy or procedure?

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## **Task Number 5**

### **Demonstrate work ethic.**

## Definition

Demonstration includes

- defining *work ethic*
- recognizing the importance of having a strong work ethic
- demonstrating diligence (e.g., working with persistence to accomplish a task)
- maintaining dependability (e.g., being reliable)
- accounting for one's decisions and actions
- accepting the consequences of decisions and actions.

## Process/Skill Questions

- What is the difference between responsibility and accountability? Explain.
- What are the consequences of not being prepared for a school or workplace assignment?
- What are some examples of positive work ethic?
- Why is a positive work ethic valued by teachers and employers?
- What are the consequences of having a poor work ethic?

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# Demonstrating Interpersonal Skills

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## Task Number 6

### Demonstrate conflict-resolution skills.

#### Definition

Demonstration includes negotiating diplomatic solutions to interpersonal and workplace issues (e.g., due to personality, culture, work style, or performance).

#### Process/Skill Questions

- What is an example of an appropriate approach to address a workplace conflict?
- What factors should one take into consideration when determining the best approach to resolve an interpersonal or workplace conflict?
- How can one maintain a good working relationship with a colleague one does not like?
- How might one approach a supervisor with whom one disagrees?
- How do personality issues affect workflow?

## **Task Number 7**

### **Demonstrate listening and speaking skills.**

#### **Definition**

Demonstration includes

- defining *nonverbal cues*
- employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said)
- exhibiting public speaking skills (e.g., making presentations)
- articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience's level of knowledge).

#### **Process/Skill Questions**

- Why is it important to use active listening techniques?
- What is paraphrasing? How can paraphrasing help achieve clarity?
- What are some ways that one can improve public speaking skills?
- Why is it important to know one's audience when delivering a presentation?

## **Task Number 8**

### **Demonstrate respect for diversity.**

#### **Definition**

Demonstration includes

- defining *diversity* and discussing its importance
- identifying individual differences (e.g., age, gender, ethnicity, culture, race, viewpoints, socioeconomic status, and ability)
- showing respect for and valuing individual differences in the workplace
- being self-aware and mindful of one's own bias
- collaborating with people of diverse backgrounds, viewpoints, and experiences.

#### **Process/Skill Questions**

- What is bias? What are different forms of workplace bias?
- What is the difference between sympathy and empathy?
- How is having respect for diversity different from being aware of diversity?
- How does one bridge generation gaps in the workplace?
- Why is collaboration with people of diverse backgrounds, viewpoints, and experiences important?
- What are the benefits of having diversity in the workplace? What are the consequences of a lack of diversity in the workplace?

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## **Task Number 9**

### **Demonstrate customer service skills.**

#### **Definition**

Demonstration includes

- defining *customer service* (e.g., *internal customer service*; *external customer service*)
- identifying the benefits of providing helpful, courteous, and knowledgeable customer service
- prioritizing customer service (both within an organization and to external customers and stakeholders)
- anticipating needs of customers and coworkers
- demonstrating how to provide helpful, courteous, and knowledgeable service to address customer and/or coworker needs.

#### **Process/Skill Questions**

- How does internal customer service influence organizational productivity?
- What is an example of a time when a customer service representative anticipated and addressed a customer's needs?
- Why is it important to receive helpful, courteous, and knowledgeable service?
- Why is soliciting feedback important?
- Why is cultivating relationships important?

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## **Task Number 10**

### **Collaborate with team members.**

## Definition

Collaboration should include

- defining *collaboration* and *teamwork*
- discussing the benefits of teamwork
- establishing expectations, roles, and goals
- contributing to the success of the team by sharing responsibility
- respecting the thoughts, opinions, and contributions of other team members.

## Process/Skill Questions

- What are some benefits of collaborating to accomplish a goal?
- What expectations and roles might a group set as they begin collaborating?
- What does sharing responsibility mean?
- How and when should one appropriately ask for help?
- Why is it important to respect the thoughts, contributions, and opinions of other team members?

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# Demonstrating Professional Competencies

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## Task Number 11

### Demonstrate big-picture thinking.

#### Definition

Demonstration includes

- defining *big-picture thinking* as an understanding of one's role in fulfilling the mission of the workplace and a consideration of the social, economic, and environmental effects of one's actions
- identifying the organization's structure, culture, policies, and procedures, as well as its role and position within the community, industry, and economy.

#### Process/Skill Questions

- Why is it important to understand where one fits within the family, school, workplace, and community?

- How might a person’s actions affect the school, community, and workplace?
- How do an organization’s vision and mission statements help people understand the organization’s big picture?
- How can knowledge of the big picture of an industry help with career planning?

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## **Task Number 12**

### **Demonstrate career- and life-management skills.**

#### **Definition**

Demonstration includes

- recognizing the importance of education and career planning (e.g., minimum job qualifications, advancement and professional-development opportunities)
- identifying available benefits and professional resources (e.g., labor unions, professional organizations, employee-assistance programs, insurance and retirement benefits)
- managing personal growth and wellness (e.g., stress management, self-care, financial planning)
- setting goals (e.g., specific, measurable, attainable, realistic, time-bound [SMART] goals).

#### **Process/Skill Questions**

- Where can one find entry-level requirements for a specific career?
- Why is it important to continuously update a career plan?
- What is the difference between a short-term and long-term goal?
- Why is it important to create a personal financial plan?
- What resources are available to assist with achieving personal education, career, financial, and health goals?

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## **Task Number 13**

### **Demonstrate continuous learning and adaptability.**

#### **Definition**

Demonstration includes



- describing the importance of continuous learning
- identifying resources for continuous learning (e.g., publications, trade organizations, professional networking, workshops/classes)
- modifying work performance based on feedback (i.e., being coachable)
- acquiring industry-related professional skills and knowledge (e.g., credentials/certifications)
- adapting to changing job requirements.

### Process/Skill Questions

- Why is it important to have an open mind and be flexible when confronted with change?
- How does one benefit from constructive feedback?
- What strategies are helpful for modifying work performance after receiving feedback?
- What actions can an employee take to become eligible for promotion in a given career?
- What resources might one use to keep current in a specific career field?

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## Task Number 14

### Manage time and resources.

#### Definition

Management should include

- defining *efficiency* and *productivity* as they relate to time and resource management
- developing a plan of work
- differentiating between high- and low-priority tasks
- adapting work goals based on time and resources
- considering resources
  - human (personnel)—capitalizing on strengths; respecting professional goals
  - capital—maintaining equipment to ensure longevity and efficiency
  - natural—using responsible and sustainable practices.

#### Process/Skill Questions

- What is time management? How does it affect the workplace?
- What happens when an employee is not given enough time to accomplish a task?
- Why is it important to prioritize work tasks?
- How are efficiency and productivity related?
- Why is it important to maintain equipment? What are possible consequences of not doing so?
- What are examples of responsible and sustainable practices in the workplace?

## **Task Number 15**

### **Demonstrate information-literacy skills.**

#### **Definition**

Demonstration includes

- defining *information literacy*
- locating and evaluating credible and relevant sources of information
- using information effectively to accomplish work-related tasks.

#### **Process/Skill Questions**

- What is information literacy?
- How should sources of information be evaluated and verified for credibility?
- Where can one locate credible and relevant information sources within a potential career cluster?

## **Task Number 16**

### **Demonstrate an understanding of information security.**

#### **Definition**

Demonstration includes

- identifying various information types/formats (e.g., paper, electronic)
- describing cybersecurity (e.g., risks, threats, vulnerabilities)
- using technology ethically (e.g., appropriately using social networks, managing personal information)
- abiding by workplace policies (e.g., acceptable use policy [AUP])
- protecting confidentiality (e.g., protecting login information and customer information)
- following workplace security procedures.

Microsoft Imagine Academy (MSIA) offers classroom resources and materials and instructional techniques that will help enhance instruction and learning for this concept. Using the school's

membership ID and product key for the Microsoft Imagine Academy, all resources are available through the [MSIA Member Dashboard on the Microsoft site](#).

- To access the curriculum resources, select the Classroom Tile from the member site.
- To access downloadable curriculum resources including the MOAC e-Book, Lesson Plans, and Study Guides select Curriculum Overview - Curriculum Downloads.
- To access Online Learning videos and tutorials select Online Learning Directory tile.
- For more information visit: [How to Get Started with Microsoft Imagine Academy Program](#).

### **Process/Skill Questions**

- What is cybersecurity? Why is it important?
- What information is considered sensitive? How can a person protect sensitive information?
- What are the possible consequences of failing to protect confidentiality?
- What are the possible consequences of an employee failing to adhere to a company's AUP?

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## **Task Number 17**

### **Maintain working knowledge of current information-technology (IT) systems.**

#### **Definition**

Maintaining working knowledge of current IT systems may include, but is not limited to,

- hardware and devices (e.g., peripherals)
- software and applications
- cloud-based services
- file-sharing techniques
- emerging technologies
- troubleshooting protocols and techniques.

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- To access the curriculum resources, select the Classroom Tile from the member site.

- To access downloadable curriculum resources including the MOAC e-Book, Lesson Plans, and Study Guides select Curriculum Overview - Curriculum Downloads.
- To access Online Learning videos and tutorials select Online Learning Directory tile.
- For more information visit: [How to Get Started with Microsoft Imagine Academy Program.](#)

### **Process/Skill Questions**

- What technology systems are common within a given industry?
- How does one keep current with information technology?
- What steps should be taken if there is a problem with technology in the workplace?

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## **Task Number 18**

### **Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.**

#### **Definition**

Demonstration includes selecting and using technology, tools, and machines to accomplish work.

### **Process/Skill Questions**

- What technology, tools, or machines are common in a given industry?
- How are technology, tools, or machines used to accomplish job tasks efficiently?
- Why is it important to be proficient with industry-specific technology, tools, and machines?

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## **Task Number 19**

### **Apply mathematical skills to job-specific tasks.**

#### **Definition**

Application could include

- performing calculations (e.g., percentages, fractions, addition, subtraction, averages, measurement, conversions, monetary transactions)
- applying mathematical processes to accomplish job-specific tasks (e.g., estimating required supplies, completing expense reports)
- managing personal finance (e.g., understanding wage rates, paycheck deductions, taxes, sales receipts).

### Process/Skill Questions

- What mathematical skills are required to attain an entry-level job in a specific field? What mathematical skills are required for higher-level jobs within that field?
- What resources are available to assist in the improvement of mathematical skills?
- Why are mathematical skills considered communication skills?

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## Task Number 20

### Demonstrate professionalism.

#### Definition

Demonstration includes

- defining *professionalism*
- practicing punctuality and attendance
- adhering to work-schedule expectations
- exercising etiquette (e.g., language, manners, and behaviors suitable for the workplace and online; appropriate verbal and nonverbal communication)
- exhibiting professional self-representation (e.g., using a firm handshake, introducing oneself, making eye contact)
- maintaining professional appearance (e.g., maintaining personal hygiene, adhering to a dress code).

### Process/Skill Questions

- What is professionalism? How is it demonstrated?
- How can a person make a positive first impression? Why is this important?
- Why is professional appearance important in the workplace?
- Why are punctuality and attendance important in the workplace?
- What are some examples of workplace schedule expectations?
- How do behavior and communication expectations differ between home and school? How might these expectations differ in the workplace?

## **Task Number 21**

### **Demonstrate reading and writing skills.**

#### **Definition**

Demonstration includes

- reading and interpreting workplace documents
- effectively writing workplace documents, considering
  - ability to convey messages with clarity
  - professional tone, appropriate to audience
  - grammar
  - forms and conventions (e.g., formatting documents, using an email signature).

#### **Process/Skill Questions**

- What level of reading and writing skills are required for an entry-level job in a given industry?
- How do reading and writing skills help a person succeed as an individual, family member, and citizen?
- How would written correspondence differ among friends vs. between an applicant and a prospective employer?
- Why is it important for an employee to gain knowledge of preferred forms and conventions in the workplace?

## **Task Number 22**

### **Demonstrate workplace safety.**

#### **Definition**

Demonstration includes, but is not limited to,

- adhering to Occupational Safety and Health Administration (OSHA) standards and instructor and manufacturer guidelines
  - interpreting safety data sheets (SDS)
  - identifying and using personal protective equipment (PPE)

- maintaining universal precautions (e.g., to protect against bloodborne pathogens)
- identifying risks and hazards in the workplace
- following emergency protocols (e.g., evacuation routes).

### **Process/Skill Questions**

- What is OSHA? Under what federal department does it fall?
- How does OSHA help employees identify risks and hazards in the workplace?
- Where might one find an SDS?
- How do emergency protocols differ within the school, the workplace, and the home?

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## **Examining All Aspects of an Industry**

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### **Task Number 23**

### **Examine aspects of planning within an industry/organization.**

#### **Definition**

Examination should include

- development of vision and mission statements
- setting of performance goals and objectives
- review of previous performance (e.g., productivity, profit)
- evaluation of current assets
- formulation of strategic and operational plans
- use of planning tools (e.g., market research, budget analysis, decision-making models, competitive analyses)
- determination of human, natural, technology, and capital resource needs
- forecasting of trends
- anticipation of changes in the business climate (e.g., economic factors, laws, regulations, taxes)
- anticipation of and compensation for organizational and industry risk.

### **Process/Skill Questions**

- Where can you find examples of strategic plans that align with a business or industry in your area of interest?
- What lessons can you learn by comparing successful and unsuccessful businesses?
- What might be some consequences of inadequate business planning?

## Suggested Learning Activities

### Planning Elements: An Organization's Values

**Objective:** Examine the influence of values-based behaviors on performance, productivity, and relationships.

**Materials:** Worksheet for each student, [An Organization's Values](#), and [Teacher Notes](#)

### Planning Elements: The Power of Vision and Mission

**Objective:** Describe the importance that vision and mission statements have for organizations.

**Materials:** Worksheet for each student, [The Power of Vision and Mission](#), and [Teacher Notes](#)

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## Task Number 24

### Examine aspects of management within an industry/organization.

#### Definition

Examination should include

- impact of the organization's structure and culture on operations
- process for accomplishing goals, using available human, natural, technology, and capital resources
- ways of ensuring open communication channels
- ways of enabling workers to fulfill their responsibilities
- evaluation of workers' performance
- provision of training and job-growth opportunities to workers
- assurance of worker equity, access, and safety
- resolution of conflicts
- performance of employment functions (e.g., recruiting, hiring, retaining, discharging).

#### Process/Skill Questions

- What opportunities and/or activities can provide experience in management?



- What are your personal characteristics, habits, and activities that would be helpful in a professional management position?

## **Suggested Learning Activities**

### **Management: The Importance of Achieving Customer Satisfaction**

**Objective:** Explain the importance of achieving and maintaining customer satisfaction.

**Materials:** Worksheets for each student:

- [Customer Satisfaction](#)
- [Customer Expectations](#)
- [Teacher Notes](#)

### **Management: The Importance of Internal and External Customer Service**

**Objective:** Explain the importance of internal and external customer service.

**Materials:** Worksheet for each student, [Internal Customer Service](#), and [Teacher Notes](#)

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## **Task Number 25**

### **Examine aspects of financial responsibility within an industry/organization.**

#### **Definition**

Examination should include

- accounting processes
- financial decision-making processes, including budget development
- methods of acquiring capital
- management of financial operations, including payroll, transactions, records, and reports.

#### **Process/Skill Questions**

- What resources are available to assist you with the various financial functions?
- What are possible consequences of not having in place checks and balances for the full range of a business's finances?

## **Suggested Learning Activities**

### **Finance: Calculating Payroll Deductions**

**Objective:** Demonstrate use of payroll forms, deductions, and the method used to calculate gross pay and net pay.

**Materials:**

1. Copy for each student of [Payroll Definitions](#)
2. Copy for each student of Employment Forms (W-4, VA-4, I-9) may be found on the Internet.
3. Worksheet for each student, [Bi-Weekly Payroll for Hourly Employees](#)
4. Copy for each student of Federal and State Tax Tables (to be used in calculating payroll) may be found on the Internet.
5. [Calculating Bi-Weekly Payroll for Hourly Employees---Answer Sheet](#)
6. [Teacher notes](#)

### **Finance: Providing Input for Your Company's Budget**

**Objective:** Prepare a budget.

**Materials:** A copy for each student of [Budgeting Case Study](#), [Teacher Notes](#)

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## **Task Number 26**

### **Examine technical and production skills required of workers within an industry/organization.**

#### **Definition**

Examination should include

- industry-related technical skills (e.g., communication, mathematics, science, technology, time-management, and creative-thinking skills)
- industry-related production skills (specific skills used for production of goods or services)
- industry-related interpersonal and team-player skills.

#### **Process/Skill Questions**

- How can you, as a worker, determine the necessity to develop and/or upgrade industry-related production skills?
- What are some consequences of using good communication skills? Of using poor communication skills?
- What is the importance of having more than one person analyze information in order to make decisions?
- What steps can you take to develop industry-related interpersonal and team-player skills?

## Suggested Learning Activities

### Technical and Production Skills: Positive Listening Experiences

**Objective:** Demonstrate effective listening skills while interacting with a class member.

**Materials:** Worksheet for each student, [A Time That Someone Really Listened to Me](#), and [Teacher Notes](#)

### Technical and Production Skills: Resolving Conflict Situations

**Objective:** Recommend actions that will reduce conflict and lead to positive results.

**Materials:** Worksheet for each student, [Conflict Situations](#), and [Teacher Notes](#)

### Technical and Production Skills: Teamwork

**Objective:** Identify the critical skills exhibited by effective team members.

**Materials:** [Worksheet and forms](#) for each student, Effective Team Members, Individual Reporting and Group Reporting, and [Teacher Notes](#)

### Technical and Productions Skills: Style Options for Resolving Conflict

**Objective:** Examine style options for resolving conflict.

**Materials:** Worksheet for each student, [Style Options for Resolving Conflict](#), and [Teacher Notes](#)

### Technical and Productions Skills: The Effective Use of Time

**Objective:** Demonstrate the ability to manage time effectively.

**Materials:** The following [worksheets](#) for each student, Doing First Things First and Time Management Matrix, and [Teacher Notes](#)

Give each team an extra copy of Time Management Matrix for recording purposes.

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## Task Number 27

### Examine principles of technology that underlie an industry/organization.

#### Definition

Examination should include

- technological systems used in the industry

- mathematical, scientific, social, ethical, and economic principles underlying the technological systems
- impact of energy systems, fuel sources, and other technological systems on the production of goods and services
- use of emerging and alternative energy resources in the production of goods and services
- generation and distribution of energy to industries/organizations for use in creating goods and services.

### **Process/Skill Questions**

- What are examples of ethical issues related to technologies?
- Why are energy systems so important to industries/organizations?
- Why is it important to maintain technological systems?
- How does energy transmission affect technological systems?
- What are the possible effects of alternative energy sources on industries?
- What would life be like without a reliable source of energy?
- What would be the effect of using electric vehicles to transport/deliver/ship goods?

### **Suggested Learning Activities**

#### **Underlying Principles of Technology: The Impact of Technology on Business and Industry**

**Objective:** Describe the impact of technology on businesses and/or industries that relate to a student's program of study.

#### **Materials:**

- Access to newspapers, magazines, trade journals, and the Internet
- [Forms](#), Field Trip Report, Interview with Expert from the Community, Student Summary of New Technologies and Trends
- [Teacher Notes](#)

### **Suggested Resources for Topics in Energy**

#### **Curriculum Resources to Reinforce Energy Topics**

[The National Energy Education Development Project offers curriculum resources related to the science, sources of, and energy used in transportation, along with synthesis and reinforcement of topics.](#)

#### **Exploring Energy Careers in the Fields of Oil and Gas**

[Students learn about oil and gas production, and they can research jobs in the oil and gas energy fields.](#)

#### **Exploring Energy Resources**

[The National Energy Education Development Project's \*Secondary Energy Infobook Activities\* includes student research into different energy resources. The guide supplements NEED's \*Secondary Energy Infobook\* for high school students.](#)

## Task Number 28

### Examine labor issues related to an industry/organization.

#### Definition

Examination should include

- workers' rights and responsibilities (e.g., wages, benefits, working conditions)
- role of employment contracts and agreements
- role of certification, licensure, and other requirements for specific jobs/occupations
- role of labor organizations and other worker advocacy groups (e.g., professional/trade associations).

#### Process/Skill Questions

- What practices and methods of communication between management and labor would lead to understanding and implementing worker rights and responsibilities?
- How important is compromise when dealing with labor issues?

#### Suggested Learning Activities

##### Labor Issues: The Impact of Labor Unions on American Workers

**Objective:** Examine labor unions and their impact on American workers.

**Materials:** Newspapers, trade journals, the Internet, and [Teacher Notes](#)

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## Task Number 29

### Examine community issues related to an industry/organization.

#### Definition

Examination should include

- impact of the organization on the community (e.g., provision of jobs, tax revenue, and goods/services; involvement in community programs/activities; environmental impact)
- impact of the community on the organization (e.g., employee base; local taxes and regulations; local government services such as roads, schools, utilities; other local services).

## Process/Skill Questions

- In what ways can an industry enhance the community in which it is located?
- How can members of the community effectively communicate their needs and concerns to a local industry?
- What are examples of programs that bring together businesses and communities?

## Suggested Learning Activities

### Community Issues: Business and Industry Involvement in the Community

**Objective:** Explain why and how organizations become involved in the community.

**Materials:** Access to the Internet, magazines, and trade journals associated with student's field of study, [teacher notes](#)

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## Task Number 30

### Examine health, safety, and environmental issues related to an industry/organization.

#### Definition

Examination should include

- responsibility for workers' health and safety
- laws/regulations and practices affecting workers' health and safety
- health and safety hazards
- health and safety programs
- responsibility for the environment
- laws/regulations and practices affecting the impact on the environment
- sustainability initiatives.

## Process/Skill Questions

- What environmental concerns should an industry address?
- What environmentally-friendly practices and resources are available to an industry?
- What methods can be used to motivate employees to become involved in effective health, safety, and environmental practices?
- What forewarnings and preventive measures are available to lessen the likelihood or impact of emergencies such as personal illness or injury, tornadoes, fires, nuclear accidents, floods, and incidences of employee rage or violent behavior?

## Suggested Learning Activities

### Health, Safety, and Environmental Issues: Safety Awareness

**Objective:** Describe the conditions and behaviors that are threats to safety.

**Materials:** Examples of accidents as reported in periodicals, newspapers, and magazines; worksheet for each student, [Potential Sources of Accidents](#), [Teacher Notes](#)

### Health, Safety, and Environmental Issues: Safety Projects

**Objective:** Describe laboratory safety and safety tools, regulations, standards, and practices associated with selected careers.

**Materials:** Guidelines for each student, [Safety Project](#), [Teacher Notes](#)

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# Addressing Elements of Student Life

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## Task Number 31

### Identify the purposes and goals of the student organization.

#### Definition

Identification of the purposes of the student organization should include

- providing opportunities for personal development and preparation for adult life
- providing opportunities for making decisions and assuming responsibilities
- encouraging democracy through cooperative action
- preparing for multiple, nontraditional roles in society
- promoting greater understanding between youth and adults.

Identification of the goals of the student organization should include

- promoting personal growth and leadership development
  - helping students develop life skills in the areas of character development and ethical behavior, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.
-

## **Task Number 32**

**Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.**

### **Definition**

Explanation of benefits should include

- development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication
- opportunities for school and community service
- development of interpersonal relationships
- opportunities for experiential learning
- opportunities to compete in student events on local, state, and national levels
- access to professional information and opportunities
- opportunities for career development.

Explanation of responsibilities should include

- contributory participation in the student organization as a student and in professional/civic organization activities as an adult
  - display of appropriate conduct in all activities and events related to the student organization and professional/civic organizations.
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## **Task Number 33**

**Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.**

### **Definition**

Demonstration should include contributory participation in activities such as meetings, fund-raising projects, school and community-service projects, and competitive events.

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## **Task Number 34**



## **Identify Internet safety issues and procedures for complying with acceptable use standards.**

### **Definition**

Identification should include the following:

- The school division's acceptable use policy
- Laws and guidelines governing Internet usage, including those about copyright and file sharing
- Techniques that illegitimate parties use to solicit personal information
- Techniques that help protect a computer user against cyber predators
- Software applications and user techniques that help protect against security attacks
- Review the [Virginia Department of Education](#) guidelines for instructional programs related to Internet safety.

**Microsoft Imagine Academy Resources:** [Microsoft Digital Literacy](#)

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## **Exploring Work-Based Learning**

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### **Task Number 35**

## **Identify the types of work-based learning (WBL) opportunities.**

### **Definition**

Identification includes

- job shadowing
- mentorship
- externship
- school-based enterprise
- entrepreneurship
- internship
- service learning
- clinical experience
- cooperative education

- Youth Registered Apprenticeship
- registered apprenticeship.

### **Process/Skill Questions**

- What is work-based learning?
  - How can work-based learning help an individual identify a career choice?
  - How will being an active listener help an individual in a work-based learning situation?
  - How will participation in a work-based learning situation improve leadership skills?  
Teamwork skills?
  - What is the importance of teamwork in a work-based learning situation?
  - Why is time management important in work-based learning?
  - What consequences may result if a person fails to meet deadlines?
- 

## **Task Number 36**

### **Reflect on lessons learned during the WBL experience.**

#### **Definition**

Reflection includes

- workplace procedures
- application of course competencies to WBL experience
- new knowledge gained through the WBL experience.

### **Process/Skill Questions**

- What are some practices that will help in the reflection process?
  - What are necessary skills to pursue a career in the related area?
  - Why is it important to reflect on the WBL experience?
  - Why is cooperation vital to being successful during a WBL experience?
  - What other opportunities may exist for a person who excels during a WBL experience?
  - How can the skills gained during a WBL experience benefit a student after graduation?
- 

## **Task Number 37**

### **Explore career opportunities related to the WBL experience.**

#### **Definition**

Exploration includes

- listing possible careers related to this course
- describing each career
- determining the education and experience required
- exploring job opportunities, salaries, and benefits.

### **Process/Skill Questions**

- What are some local career opportunities in each of the career pathways?
- What level of education is required for different careers in each of the career pathways?
- What are the potential salaries and opportunities for advancement in different careers within the pathways?
- What careers are available through government agencies?
- How would an individual begin to start his/her own business?
- What is the career outlook for the pathways within the WBL experience?
- What are some careers within the WBL experience that interest you?

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## **Task Number 38**

### **Participate in a WBL experience, when appropriate.**

#### **Definition**

Participation includes

- an emphasis on the relationship between course competencies and the WBL experience.
- adherence to workplace expectations during the WBL experience
- completion of the WBL experience.

### **Process/Skill Questions**

- Who can participate in a WBL experience?
- Why is it important to keep the lines of communication open with the WBL experience participants?
- What role does active listening play in performing various tasks during the WBL experience?
- How does participating in a WBL experience contribute to career development?
- What can students do to balance time, work, and study during a WBL experience?
- What consequences may result if a participant does not follow instructions during a WBL experience?

# Task Essentials Table

Task Number	WRS	Tasks/Competencies
Demonstrating Personal Qualities and Abilities		
1	+	Demonstrate creativity and innovation.
2	+	Demonstrate critical thinking and problem solving.
3	+	Demonstrate initiative and self-direction.
4	+	Demonstrate integrity.
5	+	Demonstrate work ethic.
Demonstrating Interpersonal Skills		
6	+	Demonstrate conflict-resolution skills.
7	+	Demonstrate listening and speaking skills.
8	+	Demonstrate respect for diversity.
9	+	Demonstrate customer service skills.
10	+	Collaborate with team members.
Demonstrating Professional Competencies		
11	+	Demonstrate big-picture thinking.
12	+	Demonstrate career- and life-management skills.
13	+	Demonstrate continuous learning and adaptability.
14	+	Manage time and resources.
15	+	Demonstrate information-literacy skills.
16	+	Demonstrate an understanding of information security.
17	+	Maintain working knowledge of current information-technology (IT) systems.

18	⊕	Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
19	⊕	Apply mathematical skills to job-specific tasks.
20	⊕	Demonstrate professionalism.
21	⊕	Demonstrate reading and writing skills.
22	⊕	Demonstrate workplace safety.
Examining All Aspects of an Industry		
23	⊕	Examine aspects of planning within an industry/organization.
24	⊕	Examine aspects of management within an industry/organization.
25	⊕	Examine aspects of financial responsibility within an industry/organization.
26	⊕	Examine technical and production skills required of workers within an industry/organization.
27	⊕	Examine principles of technology that underlie an industry/organization.
28	⊕	Examine labor issues related to an industry/organization.
29	⊕	Examine community issues related to an industry/organization.
30	⊕	Examine health, safety, and environmental issues related to an industry/organization.
Addressing Elements of Student Life		
31	⊕	Identify the purposes and goals of the student organization.
32	⊕	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
33	⊕	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
34	⊕	Identify Internet safety issues and procedures for complying with acceptable use standards.
Exploring Work-Based Learning		
35	⊕	Identify the types of work-based learning (WBL) opportunities.

36	<input type="radio"/>	Reflect on lessons learned during the WBL experience.
37	<input checked="" type="radio"/>	Explore career opportunities related to the WBL experience.
38	<input type="radio"/>	Participate in a WBL experience, when appropriate.

Legend:  Essential  Non-essential  Omitted

## SOL Correlation by Task

1	Demonstrate creativity and innovation.	<p>English: 6.1, 6.3, 6.4, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 8.2, 8.4, 8.6, 8.7, 8.11, 8.12, 8.17, 8.18, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, AII.9, COM.1, COM.3, COM.4, COM.5, COM.8, DM.7, DM.1*, DM.10, DM.2*, DM.3*, PS.3*, PS.4*, PS.7*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p>
2	Demonstrate critical thinking and problem solving.	<p>English: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WG.4, WHI.1, WHII.1</p> <p>Mathematics: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 7.2, 7.3, 7.8, 7.12, 7.13, 8.2, 8.4, 8.8, 8.9, 8.10, 8.11, A.8, A.9, G.1, G.13, G.14, AFDA.3, AFDA.5, AFDA.8, AII.9,</p>

		<p>AII.10, AII.11, COM.1, COM.3, COM.4, COM.5, COM.8, DM.4, DM.7, DM.1*, DM.2*, DM.3*, DM.9*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PS.1</p>
3	Demonstrate initiative and self-direction.	<p>English: 6.1, 6.4, 6.6, 6.7, 6.9, 7.1, 7.4, 7.6, 7.7, 7.9, 8.1, 8.4, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p>
4	Demonstrate integrity.	<p>English: 6.1, 7.1, 8.1, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5</p> <p>History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p>
5	Demonstrate work ethic.	<p>English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Science: CH.1</p>
6	Demonstrate conflict-resolution skills.	<p>English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.4, 8.6, 8.7, 8.9, 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, VUS.1</p>
7	Demonstrate listening and speaking skills.	<p>English: 6.1, 6.2, 6.4, 6.6, 7.1, 7.2, 7.4, 7.6, 8.1, 8.2, 8.4, 8.6, 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p>
8	Demonstrate respect for diversity.	<p>English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1</p> <p>History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, USII.9, VUS.1, VUS.13, WG.1, WHI.1, WHII.1</p>

9	Demonstrate customer service skills.	English: 6.1, 6.4, 6.7, 7.1, 7.4, 7.7, 8.1, 8.4, 8.7, 9.1, 9.5, 9.6, 10.1, 10.5, 10.6, 11.1, 11.5, 11.6, 12.1, 12.5, 12.6  History and Social Science: CE.1, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1
10	Collaborate with team members.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1  History and Social Science: CE.1, CE.3, CE.4, GOVT.1, GOVT.16, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1
11	Demonstrate big-picture thinking.	English: 6.1, 6.4, 7.1, 7.4, 8.1, 8.4, 9.1, 9.5, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5  History and Social Science: CE.1, CE.4, CE.12, GOVT.1, GOVT.15, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1
12	Demonstrate career- and life-management skills.	English: 6.1, 6.7, 7.1, 7.7, 8.1, 8.7, 9.1, 9.6, 10.1, 10.6, 11.1, 11.6, 12.1, 12.6  History and Social Science: CE.1, CE.4, CE.12, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Mathematics: 8.4
13	Demonstrate continuous learning and adaptability.	English: 6.1, 6.4, 6.7, 6.9, 7.1, 7.4, 7.7, 7.9, 8.1, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.6, 11.8, 12.1, 12.5, 12.6, 12.8  History and Social Science: CE.1, CE.3, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Science: BIO.1, CH.1, LS.1, PH.1, PH.4, PS.1
14	Manage time and resources.	English: 6.1, 6.2, 6.4, 6.7, 6.9, 7.1, 7.2, 7.4, 7.7, 7.9, 8.1, 8.2, 8.4, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8  History and Social Science: CE.1, CE.4, CE.11, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1



		<p>Mathematics: 6.10, 6.11, 6.12, 7.2, 7.3, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 8.4, 8.11, 8.12, 8.13, 8.14, 8.17, 8.18, A.4, A.5, A.8, A.9, AFDA.3, AFDA.4, AFDA.5, AFDA.6, AFDA.7, AFDA.8, COM.1, COM.3, COM.5, COM.8</p>
15	Demonstrate information-literacy skills.	<p>English: 6.1, 6.2, 6.4, 6.6, 6.7, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.9, 9.2, 9.5, 9.6, 9.8, 10.2, 10.5, 10.6, 10.8, 11.2, 11.5, 11.6, 11.8, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 6.10, 6.11, 7.8, 7.9, 8.11, 8.12, A.8, A.9, AFDA.3, AFDA.4, AFDA.6, AFDA.7, AFDA.8, DM.8, PS.1*, PS.2*, PS.3*, PS.4*, PS.7*, PS.8*, PS.9*, PS.10*</p> <p>Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1</p>
16	Demonstrate an understanding of information security.	<p>English: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.5, 9.6, 9.8, 10.1, 10.2, 10.5, 10.6, 10.8, 11.1, 11.2, 11.5, 11.6, 11.8, 12.1, 12.2, 12.5, 12.6, 12.8</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: COM.10</p>
17	Maintain working knowledge of current information-technology (IT) systems.	<p>English: 6.1, 6.3, 6.4, 6.6, 6.9, 7.1, 7.3, 7.4, 7.6, 7.9, 8.1, 8.3, 8.4, 8.6, 8.9</p> <p>History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1</p> <p>Mathematics: 7.8, COM.1, COM.2, COM.7, COM.9, COM.10, COM.11, COM.16, COM.18, PS.17</p>

		Science: BIO.1, CH.1, ES.1, PH.1
18	Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Mathematics: 6.10, 6.11, 7.9, 8.4, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AII.4, AII.7, AII.9, COM.1, COM.7, COM.10, COM.11, COM.12, COM.16  Science: CH.1, ES.1, LS.1, PH.1, PS.1
19	Apply mathematical skills to job-specific tasks.	English: 6.4, 6.6, 6.7, 7.4, 7.6, 7.7, 8.4, 8.6, 8.7, 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6  History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Mathematics: 6.1, 6.2, 6.5, 6.6, 6.12, 6.13, 6.14, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 7.9, 7.11, 7.12, 7.13, 8.4, 8.5, 8.6, 8.8, 8.9, 8.10, 8.11, 8.12, 8.13, 8.14, 8.15, 8.16, 8.17, 8.18, A.1, A.3, A.4, A.5, A.7, A.8, A.9, AFDA.1, AFDA.3, AFDA.5, AFDA.8, AII.3, AII.7, AII.9, AII.10, COM.1, COM.7  Science: 6.1, BIO.1, CH.1, ES.1, LS.1, PH.1, PS.1
20	Demonstrate professionalism.	English: 6.1, 7.1, 8.1, 9.1, 10.1, 11.1, 12.1  History and Social Science: CE.1, CE.4, CE.14, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1
21	Demonstrate reading and writing skills.	English: 6.1, 6.6, 6.7, 7.1, 7.6, 7.7, 8.1, 8.6, 8.7, 9.1, 9.5, 9.6, 9.7, 10.1, 10.5, 10.6, 10.7, 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7  History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Science: 6.1, PH.1, PS.1
22	Demonstrate workplace safety.	English: 6.4, 7.4, 8.4, 9.5, 10.5, 11.5, 12.5

		History and Social Science: CE.1, CE.4, GOVT.1, USI.1, USII.1, VUS.1, WG.1, WHI.1, WHII.1  Science: CH.1
23	Examine aspects of planning within an industry/organization.	History and Social Science: GOVT.16
24	Examine aspects of management within an industry/organization.	
25	Examine aspects of financial responsibility within an industry/organization.	
26	Examine technical and production skills required of workers within an industry/organization.	
27	Examine principles of technology that underlie an industry/organization.	
28	Examine labor issues related to an industry/organization.	History and Social Science: GOVT.16
29	Examine community issues related to an industry/organization.	History and Social Science: GOVT.16
30	Examine health, safety, and environmental issues related to an industry/organization.	History and Social Science: GOVT.16
31	Identify the purposes and goals of the student organization.	
32	Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.	
33	Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.	
34	Identify Internet safety issues and procedures for complying with acceptable use standards.	
35	Identify the types of work-based learning (WBL) opportunities.	
36	Reflect on lessons learned during the WBL experience.	
37	Explore career opportunities related to the WBL experience.	
38	Participate in a WBL experience, when appropriate.	