

SKILLS FOR SUCCESS

MARYLAND SCHOOL PERFORMANCE PROGRAM

HIGH SCHOOL CORE LEARNING GOALS

Core Learning Goals for:

- Learning Skills*
- Thinking Skills*
- Communication Skills*
- Technology Skills*
- Interpersonal Skills*

February 1998

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

MARYLAND STATE BOARD OF EDUCATION

Rose LaPlaca

President

Edward Andrews

Vice President

Raymond V. “Buzz” Bartlett

Philip S. Benzil

George W. Fisher, Sr.

Morris Jones

Judith A. McHale

Adrienne L. Ottaviani

Walter Sondheim, Jr.

John Wisthoff

Edmonia Yates

Richard Sharpe, Jr. (*Student Member*)

Nancy S. Grasmick

Secretary-Treasurer of the Board

State Superintendent of Schools

A. Skipp Sanders

Deputy State Superintendent, Administration

Richard J. Steinke

Deputy State Superintendent, School Improvement Services

Robert C. Rice

Assistant State Superintendent for Research and Development

Daniel H. Gadra

Director of High School Assessment

Katharine Oliver (MSDE)

Christine Russell (Berkshire Consulting Group)

High School Assessment Skills for Success Content Team Co-Chairs

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the Equity Assurance and Compliance Branch at (410) 767-0426 Voice, (410) 333-2226 Fax, or (410) 333-6442 TTY/TDD.

HIGH SCHOOL ASSESSMENT
SKILLS FOR SUCCESS
CORE LEARNING GOALS

CONTENTS

Preface	ii
Context of the High School Assessment	iii
Core Learning Goals Format	iv
Introduction: New Skills for a New World	5
Skills for Success Core Learning Goals	8
Relationships Among the Skills for Success: Expanding Contexts for Application	9
Goal 1: Learning Skills	10
Goal 2: Thinking Skills	16
Goal 3: Communication Skills	25
Goal 4: Technology Skills	37
Goal 5: Interpersonal Skills	43
APPENDICES:	
A - Skills for Success Identified in Local, State, and National Reports	53
B - Skills for Success Phase I Membership List	54
C - Skills for Success Phase II Participant List	57

PREFACE

Each Maryland teacher experiences the thrill of touching the future through our students. We have the privilege and responsibility to work with Maryland's children and youth in helping them to prepare for life in the 21st century. Resting on the twin pillars of equity and excellence for all children and youth, the Maryland State Department of Education is committed to providing curricular and instructional guidance and assistance to each local education agency and, through the agency, to the teachers. The Maryland School Performance Program is intended to provide direction, guidance, and assistance across the state.

The Maryland School Performance Program began in 1989 in response to the report of the Governor's Commission on School Performance. The program includes a major strategy designed to improve educational opportunity and achievement by each student enrolled in Maryland's public schools. The high school assessment represents the final stage of the Maryland School Performance Assessment Program, which began with State-level assessments in grades 3, 5, and 8.

This document represents the recommendations for one of five content teams, appointed by the State Superintendent of Schools, to define Core Learning Goals that will serve as the basis of the assessment. This work is a direct outgrowth of the State Board of Education's Performance-Based Graduation Requirements Task Force.

The recommendations were prepared by a representative group of educators recognized for their leadership in the fields of English, mathematics, social studies, and science. The Skills for Success component represents a cooperative effort between leading educators and the Maryland Business Roundtable. The Core Learning Goals contain the essential skills and knowledge that should be expected of Maryland high school students as they prepare for life in the 21st century.

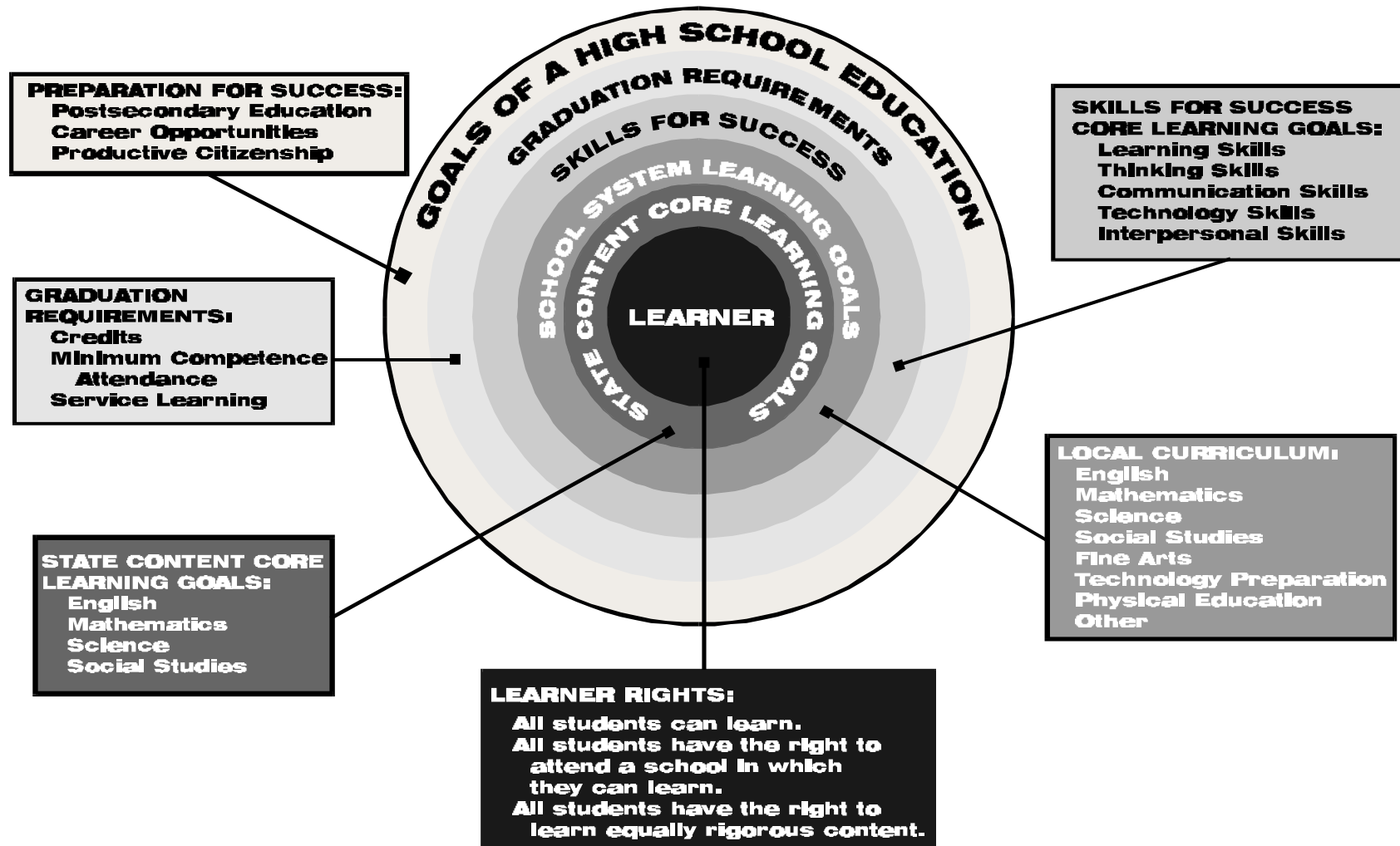
It is important to note that the Core Learning Goals for Skills for Success are intended to be part of each of the other four content areas. As such, they will not be assessed by their own tests, but rather each of the content area tests to the extent possible. Hence, you will notice that each of the documents has a section related to Skills for Success. Also, we believe that all school staff, not just those who are teaching English, mathematics, social studies, and science, are responsible for Skills for Success. The graphic on page v is intended to show the relationship between and among content areas and Skills for Success.

The content area information is provided as material representing the best thinking of the content teams after public consideration by educators and the public at large. The Content Team membership list is included as an appendix. Individuals and organizations may feel free and are encouraged to duplicate and disseminate the document as appropriate.

The State Board of Education has approved the Core Learning Goals in each of the five areas to be used as the basis for test design. These approved goals are subject to minor edits for clarification purposes as test design proceeds.

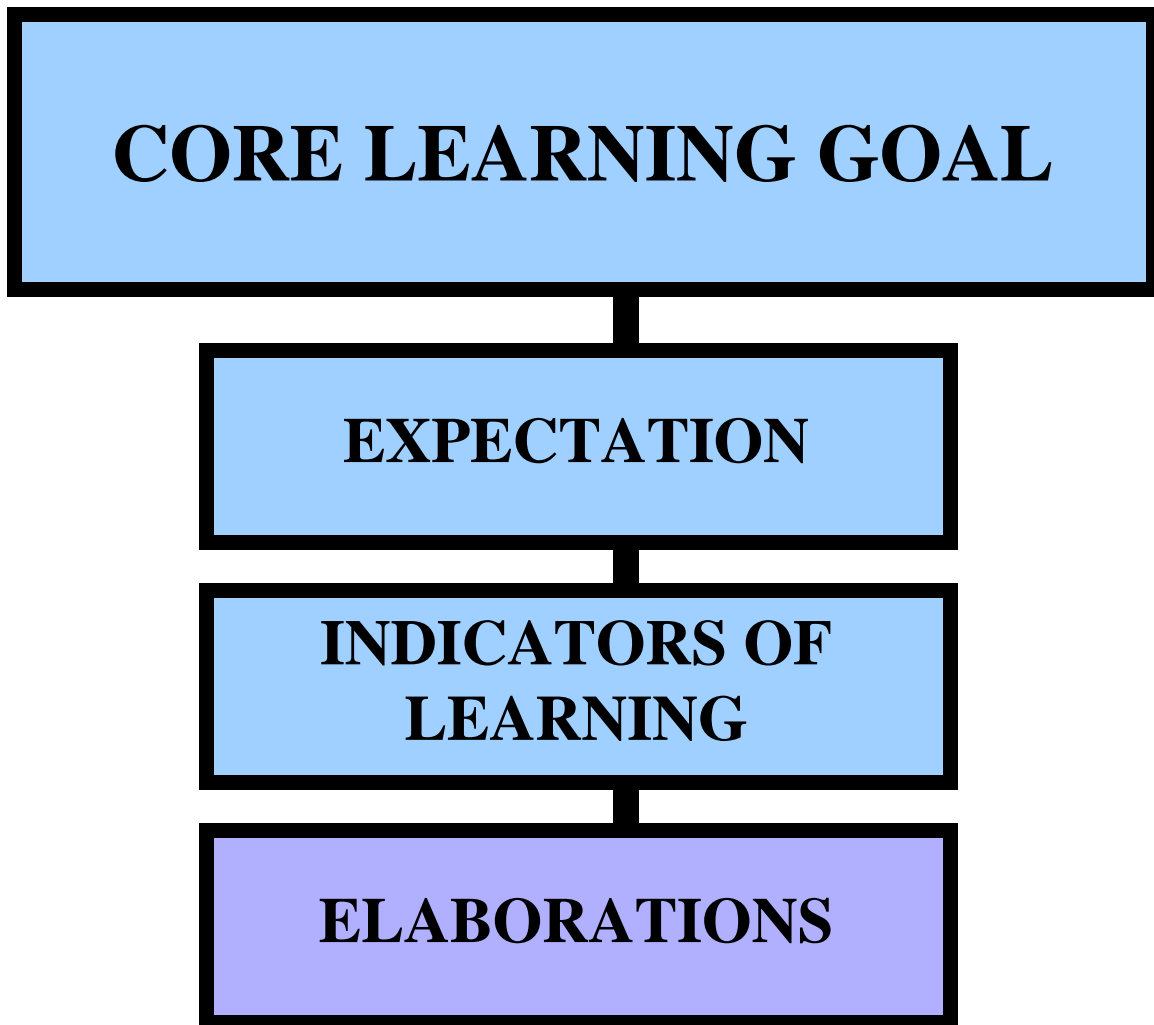
Thank you in advance for your interest and willingness to aid in the development of high-quality expectations for Maryland school students prior to graduation. Please feel free to contact the office of the Director of High School Assessment at 410-767-0371 if you have questions or need additional information.

CONTEXT OF THE HIGH SCHOOL ASSESSMENT



contohd.caf

HIGH SCHOOL ASSESSMENT
CORE LEARNING GOALS FORMAT
SKILLS FOR SUCCESS



INTRODUCTION: NEW SKILLS FOR A NEW WORLD

The mission of the public high school is to challenge and prepare students to enter post-high school education, employment, or both. Through intellectual, personal, physical, and social growth, graduates should be able and willing to take the appropriate first steps into their chosen field of work or study, to act responsibly as citizens, and to enjoy a productive life.

- *Code of Maryland Regulations*

Why do we need Skills for Success?

The world into which today's high school graduates venture is a different world entirely than that of graduates of yesterday. The entry-level jobs that promised a lifetime of employment are, for the most part, gone. Industry has shifted largely from manual to mental labor, from local to global enterprise. Skills that were once highly marketable are, in today's service economy, virtual guarantees of job insecurity or unemployment. But it is not just the job market that is in flux; it is our entire culture. At home, at work, and in our communities, change is the norm, and technology is the agent. In an age of constant adaptation and innovation, being able to lead a rewarding life—whether by growing on the job or enjoying personal choices in everyday life—requires skills in learning and communicating that too many of today's high school graduates lack.

To move freely through the landscape of the future, with its team-oriented workplaces and its new demands for problem-solving and technological literacy, high school graduates need new skills—the kinds of skills that can accompany them throughout life in a society of continual change. Traditional skills in English, mathematics, social studies, science, and all other subjects will remain important. But, increasingly, education and employers are recognizing that all subjects taught in school require an underlying set of universal, adaptive skills. To succeed today, a high school graduate needs the ability to:

1. Know **how** to learn continually throughout life.
2. Think clearly and creatively.
3. Communicate effectively.
4. Grasp constantly-changing technologies.
5. Work effectively with others.

These five skills—the Skills for Success—are Maryland's rise to the challenge. They are not new subjects for students to study. Rather, they are skills that improve students' power to learn and to put their learning to rewarding use.

How were the Skills for Success created?

After recommendations from the Governor's Commission on School Performance in 1989 and a statewide task force in 1993, the Maryland State Department of Education (MSDE) initiated a high school improvement program with higher goals for both student achievement and school accountability in English, mathematics, science, and social studies. The MSDE also entered into a partnership with the Maryland Business Roundtable for Education (a consortium of the state's

largest employers committed to strengthening public education) to develop Skills for Success: a set of learning tools to prepare high school graduates for the 21st century. In all, the team responsible for creating Skills for Success involved more than 40 members representing Maryland business, labor, local school systems, higher education, parents, and government.

After conducting an extensive national review of existing sets of skills developed by states, school systems, and research centers, the team wrote a draft set of skills reflecting the unique perspective of Maryland. This involved continuous cycles of detailed review and revision. It also entailed going out into the communities to actively seek feedback from the full range of Marylanders concerned about education, including high school students themselves. Once these community-influenced revisions brought the team to a solid working consensus, the group sent its draft skills to more than 40 experts around the nation—including prominent researchers, organizations representing teachers and administrators, and employers known for successful management for comment and review. The response was overwhelming: not only did the experts believe that Maryland was on the right track, but some called Maryland's home-grown set of skills the best thinking on the subject in America.

This carefully-developed and much praised set of skills, with some additional refinement, went to be approved by the Maryland State Board of Education, in 1996, as the Skills for Success. In November 1997 Elaborations were added to provide additional clarity and specificity.

What are the Skills for Success?

The Skills for Success cover five categories:

- (1) Learning Skills,
- (2) Thinking Skills,
- (3) Communication Skills,
- (4) Technology Skills, and
- (5) Interpersonal Skills.

A detailed treatment of the skills, and/or their underlying components, follows. In essence, however, here is how the skills work.

- For each of the five skill categories, there is one Core Learning Goal that summarizes the general skill to be mastered in that category. Goal 1, for example, which covers Learning Skills, is: "The student will plan, monitor, and evaluate his or her own learning."
- Each Goal is broken down into three to five Expectations: expected accomplishments that demonstrate the student's mastery of the skill. The first Expectation under Goal 1, for instance, is: "The student will establish and pursue clear and challenging goals and plans for learning."
- Each Expectation, in turn, has its own set of Indicators: actions that indicate a student's fulfillment of an expectation. For the above expectation about pursuing goals, for example, one of the indicators is a student's "developing short- and long-range goals for learning."

- Finally, for each Indicator, Skills for Success identifies a number of Elaborations: very specific examples of the kinds of behaviors targeted by an indicator. One elaboration of the above-mentioned indicator regarding short- and long-range goals, for instance, is that a student will “establish priorities among goals”; another is that he or she will “seek advice on goal-setting.” Elaborations are meant to be seen only as examples of the types of student responses to look for, not as a limited set of “correct” behaviors.

To summarize, each of the five Goals generates Expectations, which are then judged by Indicators of accomplishment, which consist, in turn, of specific behaviors for which Elaborations serve as examples. The result is a way of learning that can uniquely empower any student in any area of knowledge. The Expectations can reflect any subject. The Indicators can involve any academic or interpersonal skill. The Elaborations can pertain to any realm of response. It is here that the true power of Skills for Success can be found.

What do the Skills for Success mean for our schools?

Skills for Success is not a curriculum; it does not bring its own subjects or lesson plans; it does not tell teachers what to teach or tell students what to learn. It does something far more useful and profound: It equips every student to take on any conceptual challenge—from the symbolism of a great novel to the problems of a start-up business—with skills that he or she can carry forward into life.

The defined expectation that a student be able to think critically, for example, is not tied to any one subject; it is relevant to all of them. After all, critical thinking can propel a student to ask innumerable questions: Is a certain popular point of view based on valid assumptions? What makes a particular author so great, anyway? What can the political controversies of the past teach us today? How do you make a wise career choice? What are the costs and benefits of a certain technology? Critical thinking is not an abstract skill; there must be something to think about. And so thinking, learning, and all of the other Skills for Success come to fruition only through the actual work done by students in their areas of study. There is no “Skills for Success” class. There is, on the other hand, no class that is not enriched through the use and understanding of the Skills for Success.

Similarly, there are no “separate” tests for Skills for Success; testing must be integrated into existing assessments in ways that apply to each subject and each skill. The Skills for Success goals for Thinking and Communication, for example, are highly compatible with standard end-of-course tests. The goal for Interpersonal Skills, however, may be more compatible with projects and group-based activities, while that of Technology Skills might be best based upon student portfolios. The use of Elaborations, in particular, as examples of how students show what they can do helps teachers to evaluate student learning. Test development experts are currently working to design the best possible methods for assessing Skills for Success throughout Maryland’s Schools.

At the heart of the matter is the ongoing success of Maryland’s vital high school improvement program. We need schools that prepare students for a new world of choices and challenges. Skills for Success, with its push for students to be active problem-solvers with greater responsibility for their own learning, helps students and schools to keep pace with the ever-rising global expectations for education. To the extent that our students succeed, so do we all.

SKILLS FOR SUCCESS CORE LEARNING GOALS

GOAL 1: LEARNING SKILLS

The student will plan, monitor, and evaluate his or her own learning.

GOAL 2: THINKING SKILLS

The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.

GOAL 3: COMMUNICATION SKILLS

The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.

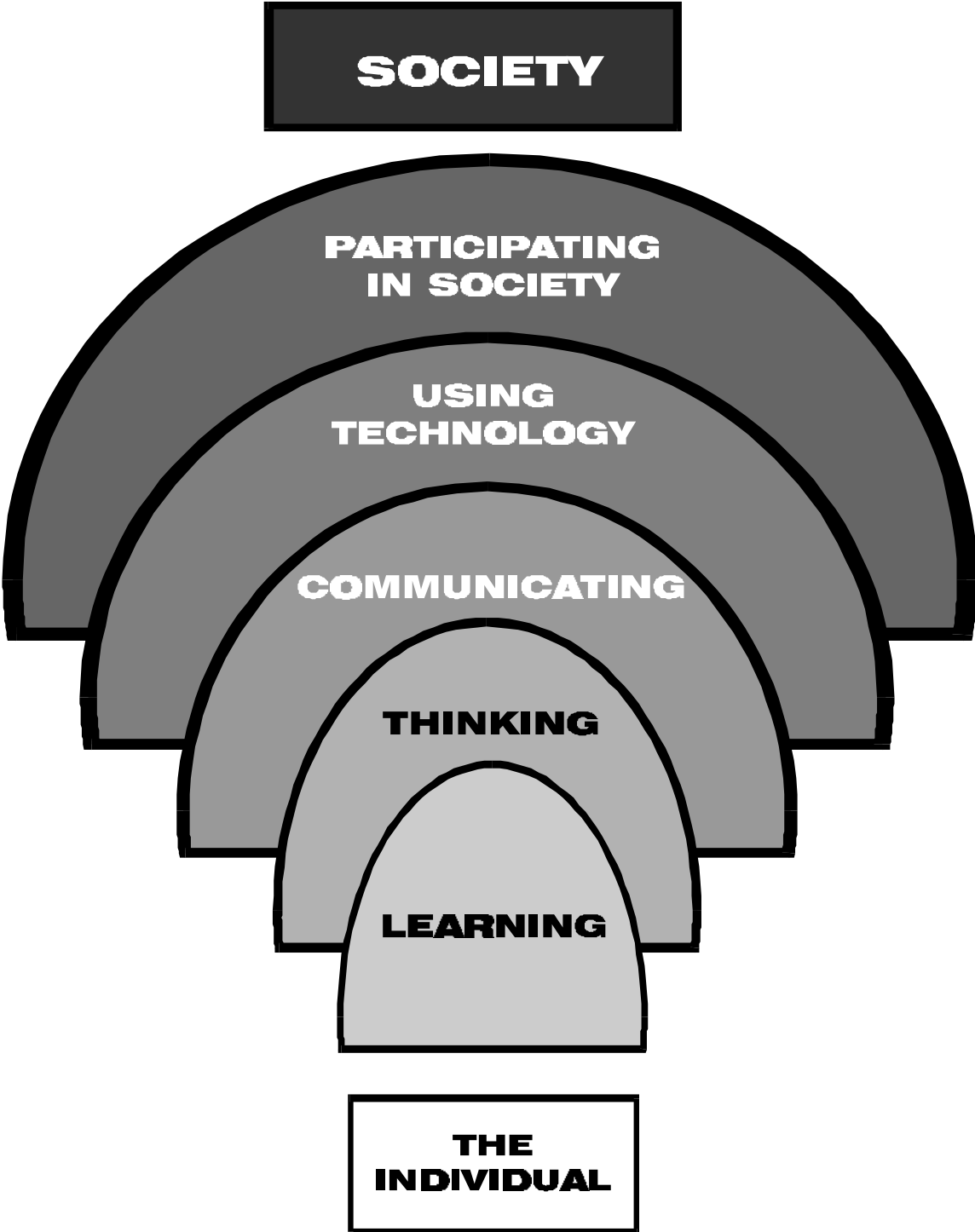
GOAL 4: TECHNOLOGY SKILLS

The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.

GOAL 5: INTERPERSONAL SKILLS

The student will work effectively with others and participate responsibly in a variety of situations.

**RELATIONSHIPS AMONG THE SKILLS FOR SUCCESS:
EXPANDING CONTEXTS FOR APPLICATION**



GOAL 1: LEARNING SKILLS

The student will plan, monitor, and evaluate his or her own learning.

1. **Expectation.** The student will establish and pursue clear and challenging goals and plans for learning.

Indicators of Learning

1.1 The student will develop short- and long-range goals for learning.

Elaborations. For example, the student will:

- 1.1.1 Explain the characteristics and value for the learner of short- and long-range learning goals in school, work, leisure, social, and community situations.
- 1.1.2 Develop short- and long-range learning goals based on specific interests and needs.
- 1.1.3 Determine levels of interest in and importance of goals.
- 1.1.4 Gather information pertinent to goals from a variety of sources, when appropriate, including people, print, and electronic sources.
- 1.1.5 Establish priorities among goals.
- 1.1.6 Establish target dates for achieving goals.
- 1.1.7 Estimate feasibility of achieving goals within time frames and resources.
- 1.1.8 Choose goals that stretch but do not exceed competence.
- 1.1.9 Seek expert advice on goal setting.
- 1.1.10 Adjust short- and long-range goals based on interests, importance, feasibility, and expert advice.

1.2 The student will develop plans to support achievement of learning goals.

Elaborations. For example, the student will:

- 1.2.1 Understand types of learning plans needed.
- 1.2.2 Select specific learning goals for planning.
- 1.2.3 Identify current and future learning experiences that contribute to achievement of specific learning goals.
- 1.2.4 Estimate difficulty of new learning experiences.

- 1.2.5 Identify time frames for completing learning experiences.
- 1.2.6 Develop strategies for organizing time, effort, and resources in learning experiences.
- 1.2.7 Identify milestones or checkpoints for monitoring progress in implementing learning plans and achieving learning goals.
- 1.2.8 Seek advice on learning plans.

1.3 The student will implement learning plans, using appropriate resources, skills, and learning strategies.

Elaborations. For example, the student will:

- 1.3.1 Identify learning plans developed for specific situations.
- 1.3.2 Identify and use available resources needed to implement learning plans, including time, effort, knowledge, skills, materials, equipment, and so forth.
- 1.3.3 Obtain and use additional material resources when necessary.
- 1.3.4 Identify and use skills needed to implement learning plans.
- 1.3.5 Identify and work to attain new skills or new levels of proficiency in previously acquired skills when necessary.
- 1.3.6 Identify and use strategies for organizing activities, focusing attention, using resources, and monitoring rate of progress in implementing learning plans.
- 1.3.7 Coordinate the use of available material resources, knowledge, skills, time, and effort when implementing learning plans.
- 1.3.8 Seek advice on implementing learning plans.

2. Expectation. The student will monitor progress, solve problems, and evaluate his or her own learning experiences.

Indicators of Learning.

2.1 The student will monitor progress when learning.

Elaborations. For example, the student will:

- 2.1.1 Explain the value to the learner of monitoring progress while implementing learning plans.
- 2.1.2 Explain how to monitor progress in learning plans.
- 2.1.3 Identify strategies for monitoring progress in implementing

specific learning plans, including checking for soundness, predicting, estimating, hypothesizing, verifying, and summarizing progress periodically.

- 2.1.4 Select and use monitoring strategies appropriate to specific learning situations and plans.
- 2.1.5 Establish and use milestones to check progress in implementing learning plans.
- 2.1.6 Seek advice on using monitoring strategies.
- 2.1.7 Adjust uses of monitoring strategies as necessary.

2.2 The student will identify and evaluate problems that may interfere with learning.

Elaborations. For example, the student will:

- 2.2.1 Use monitoring strategies to identify problems that may interfere with learning.
- 2.2.2 Determine probable causes of problems.
- 2.2.3 Determine probable effects of problems on progress in learning.
- 2.2.4 Identify strategies for resolving or minimizing problems, including ignoring problems with insignificant effects on learning; changing focus, attention, rate of progress, and effort to resolve problems; and repeating prior learning experiences to clarify understanding.
- 2.2.5 Estimate the time, effort, resources, and skills needed to resolve or minimize problems.
- 2.2.6 Decide what to do about problems in specific learning situations.
- 2.2.7 Seek advice on using problem-solving strategies.
- 2.2.8 Adjust uses of problem-solving strategies as necessary.

2.3 The student will persevere, when appropriate, in difficult learning situations.

Elaborations. For example, the student will:

- 2.3.1 Explain how time, practice, and a willingness to learn from problems and mistakes affects learning.
- 2.3.2 Explain why perseverance is important to learning.
- 2.3.3 Identify difficulties that interfere with learning in specific

situations.

- 2.3.4 Determine sources of difficulties in learning in specific situations.
- 2.3.5 Remain committed to purposes or tasks in the face of discouragement, opposition, or difficulty.
- 2.3.6 Allocate additional time and effort to overcome difficulties in learning, when appropriate.
- 2.3.7 Identify and acquire additional personal and material resources to overcome difficulties in learning situations.
- 2.3.8 Seek advice on overcoming difficulties in learning.
- 2.3.9 Determine when to persevere and when to adjust learning plans and goals.

2.4 The student will identify and adapt, as necessary, to difficulties in learning and to changing needs and situations.

Elaborations. For example, the student will:

- 2.4.1 Recognize when difficulties in learning cannot be overcome by increased effort or time on task.
- 2.4.2 Determine causes of difficulties in learning.
- 2.4.3 Adapt learning strategies or introduce new learning strategies to overcome difficulties in learning, if possible.
- 2.4.4 Adapt learning plans or goals as necessary.
- 2.4.5 Use monitoring strategies to identify changing needs and situations in learning.
- 2.4.6 Evaluate how changing needs and situations affect learning plans and goals.
- 2.4.7 Identify and evaluate possible adjustments to learning plans or their implementation to address changing needs and situations.
- 2.4.8 Seek advice, as necessary.
- 2.4.9 Make adjustments, as necessary.
- 2.4.10 Evaluate effects of adaptations on learning.

2.5 The student will evaluate learning experiences and plans.

Elaborations. For example, the student will:

- 2.5.1 Identify criteria for success in learning experiences.

- 2.5.2 Identify models of successful learners in school, work, leisure, social, and community situations.
- 2.5.3 Determine characteristics of successful learning plans.
- 2.5.4 Evaluate the success of learning experiences and plans.
- 2.5.5 Determine the contribution of specific learning experiences to achievement of goals.
- 2.5.6 Evaluate the uses and effectiveness of learning plans in achieving learning goals.
- 2.5.7 Identify changes in learning plans or their implementation that might produce better results.
- 2.5.8 Identify other learning experiences where strategies or plans might be useful.
- 2.5.9 Seek advice on evaluating learning experiences and plans.

3. Expectation: The student will apply acquired knowledge, skills, and strategies effectively in new learning situations.

Indicators of Learning.

3.1 The student will identify and evaluate new learning opportunities.

Elaborations. For example, the student will:

- 3.1.1 Identify new learning opportunities that may contribute to achievement of learning goals.
- 3.1.2 Determine importance of new learning opportunities.
- 3.1.3 Estimates time, resources, knowledge, skills, strategies, and effort required by new learning opportunities.
- 3.1.4 Determine the feasibility and value of participating in new learning opportunities.
- 3.1.5 Participate in new learning opportunities on a trial basis, if possible.
- 3.1.6 Alters existing goals or adopts new goals as appropriate.

3.2 The student will identify similarities and differences between old and new learning situations.

Elaborations. For example, the student will:

- 3.2.1 Identify previous learning plans that might be useful in new learning situations.
- 3.2.2 Adapt previous learning plans as necessary to fit new

learning situations.

- 3.2.3 Identify needs for new learning plans in new learning situations.

3.3 The student will identify and use knowledge, skills, or strategies as appropriate in new learning situations.

Elaborations. For example, the student will:

- 3.3.1 Identify background knowledge, skills, and strategies that could be useful in new learning situations.
- 3.3.2 Determine how differences between old and new learning situations may affect the use of knowledge, skills, and strategies.
- 3.3.3 Use background knowledge to construct and evaluate interpretations of actions, situations, and processes in new learning situations.
- 3.3.4 Determine how to use skills and learning strategies in new learning situations.
- 3.3.5 Represent understanding in verbal and nonverbal forms, as appropriate, and compare with representations by others.
- 3.3.6 Adapt learning strategies, if possible, to use in new learning situations.
- 3.3.7 Identify and acquire additional knowledge, skills, and strategies that could be useful in new learning situations.
- 3.3.8 Use acquired knowledge, skills, and strategies in new learning situations.

3.4 The student will evaluate the usefulness of acquired knowledge, skills, and strategies in new learning situations.

Elaborations. For example, the student will:

- 3.4.1 Identify criteria for success in new learning situations.
- 3.4.2 Evaluate own performance, using explicit criteria.
- 3.4.3 Determine the role of motivation, effort, time on task, use of resources, knowledge, skills, and strategies in new learning situations.
- 3.4.4 Adjust use of personal and material resources to increase success in learning.
- 3.4.5 Seek advice on evaluating learning experiences.

GOAL 2: THINKING SKILLS

The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.

1. **Expectations:** The student will generate and evaluate creative ideas in a variety of situations.

Indicators of Learning.

- 1.1 **The student will develop alternative perspectives or ways of thinking and acting in complex situations.**

Elaborations. For example, the student will:

- 1.1.1 Express thoughts relevant to situations.
- 1.1.2 Demonstrate knowledge of strategies for generating ideas in different situations, including brainstorming, considering perspectives, and making extra effort.
- 1.1.3 Identify multiple perspectives in complex situations.
- 1.1.4 Contribute new ideas and perspectives in a variety of situations.
- 1.1.5 Ask others to express their ideas and perspectives when appropriate.
- 1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.
- 1.1.7 Present alternative perspectives or ways of doing things in complex situations.
- 1.1.8 Compare perspectives for similarities and differences.

- 1.2 **The student will represent creative ideas in forms appropriate to purposes and situations.**

Elaborations. For example, the student will:

- 1.2.1 Identify intended uses of ideas in specific situations.
- 1.2.2 Determine relevance, usefulness, and originality of ideas for specific purposes and situations.
- 1.2.3 Represent ideas clearly and concisely.
- 1.2.4 Represent understanding of concepts and ideas in metaphors and analogies when appropriate.

1.2.5 Determine forms of presentation most appropriate to ideas, purposes, and situations.

1.2.6 Check understanding of ideas by others.

1.3 The student will test and evaluate creative ideas before adopting them.

Elaborations. For example, the student will:

1.3.1 Establish criteria for evaluating ideas for specific purposes and situations, including relevance, usefulness, and originality.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

1.3.4 Try out ideas in small-scale experiments when possible.

1.3.5 Anticipate possible problems or changes in purposes or situations.

1.3.6 Make adjustments to account for test results and changes in purposes or situations as necessary.

1.3.7 Seek advice on creative ideas.

2. Expectation: The student will evaluate ideas, information, issues, and positions critically.

Indicators of Learning.

2.1 The student will identify key ideas and issues in complex situations.

Elaborations. For example, the student will:

2.1.1 Identify purposes for introducing ideas and issues in specific situations.

2.1.2 Determine how situations may affect purposes and presentation or reception of ideas or issues.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting

ideas, statements, or information.

- 2.1.7 Represent relationships among ideas or issues verbally or nonverbally.
- 2.1.8 Rank ideas or issues for importance, using specific criteria.
- 2.1.9 Identify the most important ideas or issues in specific situations.
- 2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.
- 2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 The student will evaluate the relevance and usefulness of supporting information in ideas and issues.

Elaborations. For example, the student will:

- 2.2.1 Identify explicit or implicit purposes for using information in specific ideas or issues.
- 2.2.2 Identify information which appears to support purposes.
- 2.2.3 Establish criteria for evaluating the relevance and usefulness of information for specific purposes.
- 2.2.4 Determine the relevance and usefulness of information for specific purposes.
- 2.2.5 Determine credibility of sources of information for specific purposes.
- 2.2.6 Identify additional information needed to support purposes, when appropriate.
- 2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

Elaborations. For example, the student will:

- 2.3.1 Identify ideas, issues, or positions in specific situations.
- 2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.
- 2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.
- 2.3.4 Determine implicit concepts and assumptions that support

or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.6 Present and listen to alternative analyses of underlying concepts and assumptions and their effects on ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

Elaborations. For example, the student will:

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.2 Establish criteria for evaluating ideas, issues, or position, based on purposes in specific situations.

2.4.3 Evaluate criteria for clarity, relevance, and usefulness.

2.4.4 Present and listen to alternative criteria and rationales for them.

2.4.5 Represent relationships between ideas or issues and their supporting arguments or information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.4.7 Evaluate the effectiveness of criteria.

2.4.8 Compare own criteria with criteria developed by others.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

Elaborations. For example, the student will:

2.5.1 Define bias, vested interest, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.3 Determine sources of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of

information with perceptions or analyses by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

Elaborations. For example, the student will:

- 2.6.1 Identify ideas, issues, or positions in specific situations.
- 2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.
- 2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.
- 2.6.4 Distinguish between the style of presentation and informational content of ideas, issues, or arguments and positions.
- 2.6.5 Represent analyses verbally or nonverbally.
- 2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.
- 2.6.7 Present analyses to others and reads or listens actively to their responses.
- 2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

3. Expectation: The student will demonstrate strategic thinking to make effective decisions, solve problems, and achieve goals in a variety of situations.

Indicators of Learning.

3.1 The student will demonstrate an awareness of his or her own strategic thinking and that of others.

Elaborations. For example, the student will:

- 3.1.1 Describe strategic thinking and behavior in decision-making and problem-solving situations.
- 3.1.2 Explain the value of strategic thinking and behavior.
- 3.1.3 Reflect on thinking and behavior before, during, and after acting.
- 3.1.4 Paraphrase, summarize, or represent nonverbally strategic thinking and behavior.
- 3.1.5 Identify decision-making and problem-solving situations when strategic thinking and behavior would be effective.

- 3.1.6 Adapt to personal use strategic thinking and behavior learned from others.

3.2 The student will frame questions, problems, and issues strategically in specific situations.

Elaborations. For example, the student will:

- 3.2.1 Establish purposes for asking questions and identifying issues of problems in specific situations.
- 3.2.2 Identify factors that may affect understanding or responses to questions, problems, or issues.
- 3.2.3 Anticipate reactions to questions, problems, or issues.
- 3.2.4 Plan alternative presentations of questions, problems, or issues to counteract disruptive reactions.
- 3.2.5 Present questions, problems, and issues in a manner most appropriate to purposes and situations.

3.3 The student will identify performance goals appropriate to available resources, skills, and situations.

Elaborations. For example, the student will:

- 3.3.1 Identify performance goals in specific situations.
- 3.3.2 Determine how situations may affect achievement of goals.
- 3.3.3 Identify resources and skills needed to achieve goals in specific situations.
- 3.3.4 Determine the feasibility of achieving goals in a reasonable time frame with available resources and skills.
- 3.3.5 Adjust goals, if necessary, to match available time, resources, and skills, or plan to attain necessary resources and skills.
- 3.3.6 Identify alternative goals more appropriate to available time, resource, and skills, if necessary.

3.4 The student will identify alternative strategies to achieve performance goals.

Elaborations. For example, the student will:

- 3.4.1 Identify resources and skills needed to achieve performance goals.
- 3.4.2 Identify strategies to coordinate the uses of resources and skills.

- 3.4.3 Identify alternative strategies that may be useful in achieving goals in specific situations.
- 3.4.4 Compare strategies with those selected by others in similar situations.
- 3.4.5 Select strategies most appropriate to goals, available resources, skills, and time in specific situations.

3.5 The student will plan and follow steps to make effective decisions and achieve goals.

Elaborations. For example, the student will:

- 3.5.1 Explain the value of strategic planning for making decisions and achieving goals.
- 3.5.2 Develop flexible plans to make decisions and achieve goals.
- 3.5.3 Develop timelines with objectives and decisions for each time period.
- 3.5.4 Plan for the uses of resources and skills throughout timelines.
- 3.5.5 Anticipate problems in implementing plans.
- 3.5.6 Make strategic decisions while implementing plans.
- 3.5.7 Evaluate the usefulness of strategic planning and decision-making in achieving goals.

3.6 The student will monitor, evaluate, and make necessary adjustments in goals, plans, or actions.

Elaborations. For example, the student will:

- 3.6.1 Identify milestones and strategies for monitoring progress while implementing strategic plans.
- 3.6.2 Monitor progress throughout the implementation of plans, using milestones and strategies.
- 3.6.3 Identify problems in implementation as they occur.
- 3.6.4 Analyze the pros and cons of alternatives to strategic decisions in problem solving.
- 3.6.5 Make necessary adjustments in goals or plans to resolve problems.
- 3.6.6 Evaluate plans, including uses of milestones, time, strategies, resources, and skills.
- 3.6.7 Reflect on the potential uses of strategies when planning in

future situations.

4. Expectation: The student will solve problems systematically and rationally.

Indicators of Learning.

4.1 The student will understand situations within which problems are found.

Elaborations. For example, the student will:

- 4.1.1 Describe situations within which problems are found.
- 4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.
- 4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.
- 4.1.4 Represent understanding of situations verbally or nonverbally.
- 4.1.5 Compare understanding with others.

4.2 The student will define problems in specific situations.

Elaborations. For example, the student will:

- 4.2.1 Identify problems in specific situations.
- 4.2.2 Explain why problems are disruptive in specific situations.
- 4.2.3 Identify information needed to solve problems.
- 4.2.4 Determine how much needed information is explicit in situations and how much can be inferred or developed.
- 4.2.5 Redefine problems in light of available information.
- 4.2.6 Determine whether or not problems can be solved with available information.
- 4.2.7 Anticipate the forms possible solutions might take.
- 4.2.8 Predict solutions to problems and provide rationales for predictions.
- 4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

Elaborations. For example, the student will:

- 4.3.1 Identify strategies that have worked in similar problem situations.
- 4.3.2 Match potential problem-solving strategies with expected solutions, available information, and similarity of situations.
- 4.3.3 Identify knowledge, resources, and skills required to solve problems.
- 4.3.4 Identify strategies that seem most appropriate to situations, expected solutions, knowledge, available information and resources, and available levels of skills.

4.4 The student will select and use appropriate strategies to solve problems.

Elaborations. For example, the student will:

- 4.4.1 Select and use strategies that seem most appropriate to problems, problem solving, and specific situations.
- 4.4.2 Divide problem-solving processes into several anticipated stages, if necessary or helpful.
- 4.4.3 Identify expected outcomes in each stage.
- 4.4.4 Monitor problem-solving processes through each stage.
- 4.4.5 Compare expected outcomes with actual outcomes in each stage.
- 4.4.6 Review preceding work and decisions if outcomes are different from expectations.
- 4.4.7 Adjust uses of strategies or change strategies as necessary.

4.5 The student will evaluate solutions and strategies used to solve problems.

Elaborations. For example, the student will:

- 4.5.1 Establish criteria for evaluating solutions.
- 4.5.2 Evaluate solutions, using specific criteria.
- 4.5.3 Compare actual solutions with expected solutions.
- 4.5.4 Compares solutions with solutions by others.
- 4.5.5 Rework problems if solutions fail to meet criteria.
- 4.5.6 Determine where original problem-solving strategies went wrong, if necessary.
- 4.5.7 Reflect on problem-solving strategies in specific situations.

GOAL 3: COMMUNICATION SKILLS

The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.

- 4.5.8 Determine what worked, what did not, and what other problems might be solved with specific strategies.
- 4.5.9 Discuss evaluations of problem-solving strategies with others.
- 4.5.10 Seek advice as necessary.
- 4.5.11 Adjust or refine problem-solving strategies as necessary.

1. Expectation: The student will plan for successful communication experiences.

Indicators of Learning.

1.1 The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating.

Elaborations. For example, the student will:

- 1.1.1 Identify key components of communications situations, including senders, receivers, messages, codes, channels, context, and feedback systems.
- 1.1.2 Explain how communication systems work, accounting for each component.
- 1.1.3 Explain the value of planning communication experiences when planning is possible.
- 1.1.4 Identify opportunities for planning communication experiences in a variety of situations.
- 1.1.5 Identify purposes, when planning communication, including informative, persuasive, entertainment, and other purposes.
- 1.1.6 Identify intended audiences when planning communication.
- 1.1.7 Identify proposed messages in specific situations.
- 1.1.8 Determine audience characteristics and attitudes toward proposed messages.
- 1.1.9 Determine available time for preparation and delivery of

messages.

- 1.1.10 Identify characteristics of specific communication situations, including degrees of formality, characteristics and needs of audiences, level of interactions expected, spatial arrangements, media to be used, and so forth.
- 1.1.11 Anticipate how audiences might respond to proposed messages in specific formats and situations.
- 1.1.12 Determine how to adapt to audiences and situations to achieve purposes.

1.2 The student will identify appropriate means for delivering messages for a variety of purposes, audiences, and situations.

Elaborations. For example, the student will:

- 1.2.1 Explain how various channels work for delivering messages, including, oral, visual, and electronic channels.
- 1.2.2 Explain how characteristics of audiences, messages, and situations affect the choice of channels for delivering messages.
- 1.2.3 Determine size, proximity, and accessibility of audiences, including time intervals between transmission and reception of messages.
- 1.2.4 Identify verbal and nonverbal codes and visual, oral, and/or electronic channels for conveying proposed messages in specific situations.
- 1.2.4 Identify presentation and performance styles, formats, and support materials or equipment needed.
- 1.2.6 Anticipate responses of intended audiences and audiences' skills and comfort with selected codes and channels, and establish feedback channels.
- 1.2.7 Determine advantages and disadvantages of alternative codes, channels, and presentation and performance style.
- 1.2.8 Plan interactions with audiences and uses of feedback.

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

Elaborations. For example, the student will:

- 1.3.1 Identify purposes for communicating, intended audiences, proposed messages, selected channels and codes, and specific situations for communicating.

- 1.3.2 Determine message forms (like conversations, songs, business letters, stories, directions, speeches, research reports, dances, e-mail messages, Web pages, and so forth) appropriate for purposes, proposed messages, channels and codes, and intended audiences in specific situations.
- 1.3.3 Determine the level of specificity useful in preparing for communication in a variety of situations, including brief notes, outlines, scripts, tables, graphs, and fully developed messages.
- 1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.
- 1.3.5 Anticipate audiences' interest in and knowledge of proposed ideas or information.
- 1.3.6 Elaborate on key issues or ideas as necessary for audience understanding, interest, attention span, and available time.
- 1.3.7 Use strategies as necessary to develop audience understanding or appreciation including repetition; change of pitch, pace, stress, and volume; visual prominence; and representation in multiple codes and formats.
- 1.3.8 Plan presentations and performances, including verbal and nonverbal communication; staging, graphics, projections and transmission systems; and so forth as appropriate.
- 1.3.9 Anticipate audience responses and adjust message content, form, planned presentations or performances, and uses of media as appropriate to purposes and situations.
- 1.3.10 Anticipate and plan for material or equipment failure and changes in facilities, audiences, or situations.

1.4 The student will use writing skills and strategies to construct written messages.

Elaborations. For example, the student will:

- 1.4.1 Compare advantages and disadvantages of communicating in oral and written forms or genre in a variety of situations.
- 1.4.2 Identify purposes for communicating in written forms, proposed messages, intended audiences, and specific situations.
- 1.4.3 Determine characteristics and needs of audiences and attitudes toward proposed written messages in specific situations.

- 1.4.4 Choose and use writing forms or genre appropriate to purposes, messages, audiences, and situations.
- 1.4.5 Choose and use appropriate technologies for constructing messages, when available, including word processors, and appropriate channels for delivering messages, including print and electronic.
- 1.4.6 Explain the use and value of writing process, including prewriting, drafting, rewriting, and proofreading/editing stages.
- 1.4.7 Determine how much time and effort to spend in the writing process for specific messages in specific situations.
- 1.4.8 Gather information, take notes, free-write, or prepare outlines as appropriate during prewriting.
- 1.4.9 Prepare drafts, review them for content, and solicit feedback from familiar audiences, if available, or reread drafts from the perspective of intended audiences.
- 1.4.10 Revise drafts in terms of purposes, proposed messages, forms or genre, intended audiences, selected channels, attending to message content, organization, format, style and tone.
- 1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.
- 1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.
- 1.4.13 Evaluate effectiveness of writing process and uses of writing strategies and plan for future improvements in writing.
- 1.4.14 Respond to audience feedback and seek expert advice when necessary.

1.5 The student will practice, when possible, before attempting to communicate.

Elaborations. For example, the student will:

- 1.5.1 Explain the value of practicing, when possible, before attempting to communicate.
- 1.5.2 Identify opportunities for practicing all or part of planned communication experiences, when possible and helpful.
- 1.5.3 Determine extent to which practice sessions can or need to replicate authentic communication experiences.

- 1.5.4 Establish goals and criteria for successful practice sessions.
- 1.5.5 Follow planned time allotments for beginning, developing, and ending messages.
- 1.5.6 Use support materials and equipment as planned.
- 1.5.7 Interact with practice or simulated audiences, if possible.
- 1.5.8 Identify and plan to use strategies to control performance anxiety as necessary, such as choosing individuals in the audience to look at or moving appropriately to reduce nervous energy.
- 1.5.9 Evaluate practice sessions, using specific goals and criteria.
- 1.5.10 Adjust plans for communication experiences based on practice sessions, if necessary.
- 1.5.11 Anticipate and plan for audience responses.
- 1.5.12 Seek advice on planning, presenting, performing, or transmitting messages and responding to feedback.

2. Expectation. The student will gather, manage, and convey information, using a variety of skills, strategies, resources, and technologies.

Indicators of Learning.

2.1 The student will gather information from a variety of sources, using appropriate skills, strategies, resources, and technologies.

Elaborations. For example, the student will:

- 2.1.1 Identify purposes for gathering information to communicate in a variety of situations.
- 2.1.2 Identify information needed for specific purposes.
- 2.1.3 Identify probable sources of needed information, including print, video, and electronic sources; personal contacts, media centers, libraries, archives, communications networks, and other sources.
- 2.1.4 Identify a variety of strategies, resources, and technologies useful in information searches in a variety of sources.
- 2.1.5 Determine the strategies, resources, and technologies most useful for specific purposes; information needed; targeted sources; available skills, technologies, and time; and expert assistance available.
- 2.1.6 Collect information, using appropriate strategies, resources, and technologies.

- 2.1.7 Cite sources of information in presentations to avoid plagiarism.
- 2.1.8 Identify additional information needed or new sources when appropriate.
- 2.1.9 Evaluate success of data-gathering strategies and uses of resources and technologies.
- 2.1.10 Determine changes that may make data-gathering more successful or efficient.
- 2.1.11 Identify new data-gathering skills, strategies, resources, or technologies needed.
- 2.1.12 Seek advice or assistance as necessary.

2.2 The student will use listening skills and strategies to gather and interpret verbal and nonverbal messages.

Elaborations. For example, the student will:

- 2.2.1 Identify speakers or performers, their characteristics, typical messages, media, and their purposes for presenting or performing in specific situations.
- 2.2.2 Determine the credibility of speakers or performers for specific purposes in specific situations.
- 2.2.3 Identify purposes for listening to verbal and nonverbal messages in a variety of situations, including listening for main meaning or details and listening critically or for enjoyment.
- 2.2.4 Identify and use strategies for paying attention to verbal and nonverbal messages in a variety situations, such as taking notes, summarizing messages periodically, or self-questioning.
- 2.2.5 Identify and attend to main ideas or themes, when appropriate to purposes, by listening for explicit markers; repetition; verbal nonverbal prominence; variations in volume, pitch, stress, and pace; and so forth.
- 2.2.6 Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in another form.
- 2.2.7 Represent interpretations graphically and compare with other representations, when appropriate.
- 2.2.8 Determine relationships among verbal, nonverbal, and situational messages, such as the communication of social

status.

2.2.9 Identify and compare explicit and implicit messages, if appropriate.

2.2.10 Compare interpretations with interpretations by others.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

Elaborations. For example, the student will:

2.3.1 Identify purposes for reading, including pleasure, finding information, learning, and so forth.

2.3.2 Select texts appropriate to purposes, background knowledge and interest, and available skills.

2.3.3 Identify forms or genre of texts selects for reading.

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.3.5 Estimate the length and difficulty of texts in relation to reader's purposes.

2.3.6 Predict the main points of texts prior to reading and support predictions with text-based and knowledge-based information and reasoning.

2.3.7 Choose and use reading strategies based on purposes, characteristics of texts, background knowledge, estimated difficulty, and available skills; strategies include skimming for specific information and reading through texts carefully to learn or evaluate text content.

2.3.8 Choose and use monitoring strategies to support purposes, including periodic predictions and verification, summarization, checking for sense, self-questioning, and matching text content against background knowledge.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.3.10 Compare verbal and nonverbal representations of text understanding with others and make adjustments based on evidence and reasoning.

2.3.11 Evaluate comprehension of texts, achievement of purposes for reading, and the uses of reading strategies.

2.3.12 Plan for the application of reading strategies in new situations.

2.3.13 Seek advice as necessary.

2.4 The student will evaluate the usefulness of information gained for specific purposes.

Elaborations. For example, the student will:

2.4.1 Identify purposes for gathering and using information.

2.4.2 Determine the accuracy, relevance, and credibility of information gained and used for specific purposes in specific situations.

2.4.3 Determine the validity of the use of information for specific purposes.

2.4.4 Identify bias, misinterpretation, misuse of information, inaccurate or insufficient information, failures in logic or reason, and so forth.

2.4.5 Identify information that would be more appropriate for specified purposes or identify better uses of the information gathered, when appropriate.

2.4.6 Compare analyses of the usefulness of information for specific purposes with analyses by others.

2.4.7 Adjust evaluation as necessary.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

Elaborations. For example, the student will:

2.5.1 Identify intended uses of information.

2.5.2 Identify original and final formats of information to be organized and stored, including storing verbal or visual information as electronic data and reducing complex data to graphic displays.

2.5.3 Anticipate duration of uses of information.

2.5.4 Determine complexity, quantity, and importance of information.

2.5.5 Identify and use short-term strategies such as notes or logs for organizing, storing, and accessing information for a variety of temporary uses.

2.5.6 Compare short-term strategies with strategies used by

others.

- 2.5.7 Identify long-term strategies and technologies appropriate to information and intended uses, including videotapes, data bases, video discs, compact discs, and so forth.
- 2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.
- 2.5.9 Determine appropriate storage and access strategies and technologies.
- 2.5.10 Try out long-term strategies and technologies in small-scale experiments before adopting them.
- 2.5.11 Evaluate strategies and technologies based on intended uses.
- 2.5.12 Seek advice and assistance as necessary.
- 2.5.13 Revise strategies as necessary.

2.6 The student will convey information and messages, using strategies and means appropriate to audiences, purposes, and situations.

Elaborations. For example, the student will:

- 2.6.1 Compare communication strategies for their usefulness in spontaneous, extemporaneous, and planned situations.
- 2.6.2 Identify the kinds of interactions with audiences typical of spontaneous or extemporaneous speeches, verbal interchanges, presentations, performances, or transmissions.
- 2.6.3 Use interaction strategies, support materials, and technologies appropriate to purposes in planned and extemporaneous or spontaneous situations.
- 2.6.4 Present or transmit verbal information or messages orally with appropriate staging, volume, pitch, stress, pace, modulation, visibility, and clarity to ensure audience reception.
- 2.6.5 Use appropriate nonverbal communication strategies in oral presentations to ensure uniformity of messages and audience engagement, including posture, gesture, and facial expressions.
- 2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.
- 2.6.7 Clearly signal purposes, main ideas, and important information in messages.

- 2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis.
- 2.6.9 Use planned strategies as necessary to maintain purposes and control adverse audience reactions.
- 2.6.10 Use planned strategies as necessary to cope with performance anxiety.
- 2.6.11 Make strategic decisions as necessary to adapt to audience responses.
- 2.6.12 Use planned strategies as necessary to adapt to equipment failures or changes in facilities, situations, or audiences.
- 2.6.13 Seek advice as necessary.

3. Expectation: The student will monitor, problem-solve, and evaluate communication experiences.

Indicators of Learning.

3.1 The student will monitor ongoing communication processes.

Elaborations. For example, the student will:

- 3.1.1 Identify purposes and plans for communicating, when available, in specific situations.
- 3.1.2 Identify strategies for monitoring the reception of messages, including acknowledging receipt; repeating messages to senders; checking audibility, visibility, and clarity of content; checking for sense; predicting and verifying content and form; paraphrasing and summarizing; asking questions; and so on.
- 3.1.3 Select and use monitoring strategies most appropriate receiving messages for specific purposes in specific codes, channels, forms, and situations.
- 3.1.4 Compare monitoring strategies for reception with strategies used by others in similar situations.
- 3.1.5 Identify strategies for monitoring the presentation, performance, and transmission of messages, including checking for visibility, audibility, and interference; volume, pace, length, and complexity; checking for reception; observing and listening to audiences' responses; asking questions; and so on.

- 3.1.6 Select and use monitoring strategies most appropriate for sending messages for specific purposes in specific codes, channels, forms, and situations.
- 3.1.7 Compare monitoring strategies for sending messages with strategies used by others in similar situations.
- 3.1.8 Evaluate feedback from audiences for understanding and relevance to purposes, audiences' status and needs, and situations.
- 3.1.9 Evaluate the use of monitoring strategies for a variety of purposes in a variety of situations and plan future adjustments in uses of strategies as necessary.

3.2 The student will identify communication problems and solve them as necessary.

Elaborations. For example, the student will:

- 3.2.1 Attend to feedback from monitoring strategies while communicating.
- 3.2.2 Identify communication problems in the transmission and reception of messages.
- 3.2.3 Determine the causes and probable effects of identified problems on senders' and receivers' purposes in specific situations.
- 3.2.4 Determine strategies and resources necessary to solve problems as they occur and probable effects of problem-solving on ongoing communication.
- 3.2.5 Make strategic decisions in response to problems in ongoing communication, including decisions to ignore problems as insignificant, decisions to solve disruptive problems as they occur, and decisions to defer problem-solving to a more appropriate time situation.
- 3.2.6 Choose and use problem-solving strategies, when necessary, that contribute to achievement of purposes and needs of audiences.
- 3.2.7 Make strategic decisions, when necessary, in response to communication problems that require changes in purposes, intended messages, codes, channels, or situations.
- 3.2.8 Evaluate problem-solving strategies from the perspective of achieving original purposes or success in making strategic changes.

- 3.2.9 Seek advice as necessary.
- 3.2.10 Plan future applications of problem-solving strategies in a variety of situations.

3.3 The student will evaluate success in achieving communication purposes.

Elaborations. For example, the student will:

- 3.3.1 Identify purposes for communication in specific situations.
- 3.3.2 Identify criteria for achievement of specific purposes for communicating in specific situations.
- 3.3.3 Identify sources of evidence for meeting criteria, including feedback from senders/receivers participating in the experience and nonparticipants who are observers.
- 3.3.4 Identify methods for gathering evidence of meeting criteria, including informal observations and commentary in informal and spontaneous interactions and feedback forms, questionnaires, and interviews in planned and important communication experiences.
- 3.3.5 Choose and use methods for gathering evidence most appropriate to purposes, importance of events, number of participants, available time, intended use of the data, and skills in methods of gathering and interpreting data.
- 3.3.6 Evaluate success in achieving purposes, using specific criteria, information from a variety of sources, and selected methods appropriate to situations.
- 3.3.7 Compare evaluations with evaluations by independent observers, when available.
- 3.3.8 Survey success in communicating across messages, codes, channels, context, and feedback systems.
- 3.3.9 Seek advice as necessary.
- 3.3.10 Plan changes in future communication experiences as necessary to produce better results in achieving purposes.

3.4 The student will evaluate the effectiveness of communication strategies and technologies for audiences, purposes, and situations.

Elaborations. For example, the student will:

- 3.4.1 Identify purposes, audiences, and specific communication situations.

GOAL 4: TECHNOLOGY SKILLS

The student will understand, use, and evaluate technologies for a variety of purposes in a rapidly changing technological society.

- 3.4.2 Identify strategies and technologies used for specific purposes, audiences, and situations.
- 3.4.3 Identify criteria for success in the use of strategies and technologies.
- 3.4.4 Determine performance levels necessary to meet criteria in specific situations.
- 3.4.5 Use criteria and performance levels to evaluate the use of strategies and technologies in specific situations.
- 3.4.6 Compare evaluation of strategies and technologies with evaluations by others and adjust evaluations as necessary.
- 3.4.7 Identify alternative strategies and technologies that might be more effective in specific situations.
- 3.4.8 Seek advice as necessary.
- 3.4.9 Plan the use of strategies and technologies in future situations.

1. **Expectation: The student will understand and evaluate the uses of current technologies for a variety of purposes and situations.**

Indicators of Learning

- 1.1 **The student will identify and use resources and strategies for keeping abreast of advances in technologies.**

Elaborations. For example, the student will:

- 1.1.1 Identify multiple sources of information such as human, print, or electronic advances in technologies.
- 1.1.2 Evaluate sources of information, using specific criteria such as quality, timeliness, accessibility, and cost.
- 1.1.3 Determine appropriate strategies for finding and gathering information in specific sources, such as face-to-face questioning, letter of inquiry to experts, telephone requests, and media searches.
- 1.1.4 Access information regarding advances in technologies from multiple sources, using appropriate resources and strategies.

- 1.15 Analyze information and determines its quality, timeliness, credibility, and usefulness.
- 1.1.6 Synthesize information from multiple sources.
- 1.1.7 Draw conclusions regarding uses and effects of technologies based on acquired information and background knowledge

1.2 The student will identify and describe current technologies used to meet a variety of needs, including accessing and managing information, communicating, performing work, and solving problems in a variety of situations.

Elaborations. For example, the student will:

- 1.2.1 Identify specific needs for technologies in information search and management, communication, work, problem solving, and other uses.
- 1.2.2 Identify technologies used to meet needs.
- 1.2.3 Describe current technologies, including their purposes and functions; required material, information, capital, personnel, time, and resources; and advantages and limitations.
- 1.2.4 Describe current technologies used to meet information search and management needs in a variety of situations, such as on-line library search machines, card catalogs, the Internet, the World Wide Web, word processing, databases, and graphics software programs.
- 1.2.5 Describe current technologies used to meet communication needs in a variety of situations, such as telephones, radios, television sets, computers, e-mail systems, and fax machines.
- 1.2.6 Describe current technologies used to perform work in a variety of situations, including various tools and machines, such as fork lifts, cash registers, and computers.
- 1.2.7 Describe current technologies used to solve problems in a variety of situations, such as calculators, computers, and scientific equipment.

1.3 The student will evaluate the uses of current technologies in specific situations.

Elaborations. For example, the student will:

- 1.3.1 Identify uses of current technologies in specific situations.
- 1.3.2 Establish criteria for evaluating the uses of technologies in

specific situations, including accessibility, cost, efficiency, usefulness, and training requirements.

- 1.3.3 Identify resources like capital, time, energy, and space needed to support specific technologies in specific situations.
- 1.3.4 Evaluate the uses of current technologies, using specific criteria.
- 1.3.5 Identify and evaluate different technological solutions for the same or similar uses in specific situations.
- 1.3.6 Compare analyses and evaluations with others.
- 1.3.7 Consult with experts to ensure up-to-date technologies and valid evaluations.
- 1.3.8 Compare and select appropriate technologies for specific situations.

1.4 The student will identify needs not being met by current technologies and emerging technological solutions that may meet those needs.

Elaborations. For example, the student will:

- 1.4.1 Identify specific needs for which there are not yet effective or satisfactory technological solutions.
- 1.4.2 Identify emerging technologies that may meet needs, using appropriate sources.
- 1.4.3 Match needs in specific situations with the functions and applications of emerging technologies.
- 1.4.4 Determine how well emerging technologies may meet specific needs.
- 1.4.5 Compare analyses with analyses by others.

2. Expectation: The student will use technologies effectively for a variety of purposes and situations.

Indicators of Learning

2.1 The student will use technologies in a safe and effective manner.

Elaborations. For example, the student will:

- 2.1.1 Identify and describe appropriate uses of technologies in specific situations.
- 2.1.2 Identify and describe the uses of the components of

technological systems.

- 2.1.3 Use appropriate terminologies for technological systems and devices.
- 2.1.4 Operate and maintain tools and equipment safely and effectively, including computers, calculators, scientific equipment, and machines.
- 2.1.5 Seek help as necessary in the safe uses of technologies.
- 2.1.6 Recognize unsafe situations and take appropriate actions.
- 2.1.7 Encourage others to use technologies safely.

2.2 The student will use technologies in a legal and ethical manner.

Elaborations. For example, the student will:

- 2.2.1 Communicate to others an understanding of the importance of laws and ethical guidelines governing responsible uses of technologies.
- 2.2.2 Abide by copyright laws and restrictions, including licensing agreements.
- 2.2.3 Follow security and privacy laws and guidelines.
- 2.2.4 Avoid plagiarism and provide citations and credits when necessary and appropriate.
- 2.2.5 Follow established Acceptable Use Policies.

2.3 The student will use appropriate technologies to access, store, manage, analyze, and communicate information.

Elaborations. For example, the student will:

- 2.3.1 Access information from a variety of sources, including computer data bases and communications networks.
- 2.3.2 Store information electronically, using and integrating appropriate software.
- 2.3.3 Manage information by means of electronic manipulation and organization, using appropriate software.
- 2.3.4 Analyze information, using appropriate software.
- 2.3.5 Use technological systems and devices to communicate information effectively.
- 2.3.6 Compare uses of technologies with uses by others for similar purposes.

- 2.3.7 Seek advice as necessary.
- 2.3.8 Make changes in uses of technologies as appropriate.

2.4 The student will use appropriate technologies for research, creativity, and problem solving.

Elaborations. For example, the student will:

- 2.4.1 Identify needs for technologies to increase productivity, to do research, for creative expression, to solve problems, and for other purposes.
- 2.4.2 Determine how technologies can meet these kinds of needs in specific situations.
- 2.4.3 Identify resources to meet needs, including tools, machines, devices, materials, energy, information, capital, trained personnel, and time.
- 2.4.4 Design and construct prototypes or models of processes to meet needs in specific situations.
- 2.4.5 Use existing, modified, or new technologies to do research, increase productivity, create new products or processes, for creative expression, to solve problems, and for other purposes.
- 2.4.6 Test, analyze, evaluate, and refine systems, processes, or devices for specific uses.
- 2.4.7 Compare designs and uses with others.
- 2.4.8 Seek advice as necessary.
- 2.4.9 Make improvements in designs or uses of technologies as necessary.

2.5 The student will monitor, evaluate, and plan to improve personal uses of technologies.

Elaborations. For example, the student will:

- 2.5.1 Identify goals and purposes for using technologies in specific situations.
- 2.5.2 Identify criteria for successful uses of technologies.
- 2.5.3 Identify and use strategies for monitoring the uses of technologies in specific situations.
- 2.5.4 Compare criteria and monitoring strategies with others.
- 2.5.5 Monitor personal uses of technologies for safety and

effectiveness.

- 2.5.6 Evaluate uses of technologies in specific situations, using specific criteria and information gained from uses of monitoring strategies.
- 2.5.7 Investigate alternative technologies for the same uses.
- 2.5.8 Compare evaluations of different technologies for the same purposes, using the same criteria.
- 2.5.9 Plan improvements in the uses of technologies or using different technologies for the same purposes.
- 2.5.10 Seek advice as necessary.

3. **Expectation: The student will demonstrate an understanding of the impact of technologies on individuals, society, and the environment.**

Indicators of Learning

3.1 The student will analyze the effects of technologies on individuals, society, and the environment.

Elaborations. For example, the student will:

- 3.1.1 Explain the importance of understanding the past, present, and future effects of technologies on individuals, society, and the environment.
- 3.1.2 Gather evidence about technologies' effects on individuals, society, and the environment, using appropriate strategies and resources.
- 3.1.3 Describe technologies' past, present, and future effects on physically and intellectually demanding work, productivity, and employment opportunities.
- 3.1.4 Analyze technologies' effects on the quality of life of individuals, the explosion of knowledge, and the nature of creative expression.
- 3.1.5 Analyze technologies' effects on local economies and globalization of economies.
- 3.1.6 Determine how technologies may affect future employment opportunities and requirements for careers.
- 3.1.7 Determine the limitations of technologies as solutions to problems.

3.2 The student will evaluate the effects of technologies in individuals, society, and the environment.

GOAL 5 - INTERPERSONAL SKILLS

The student will work effectively with others and participate responsibly in a variety of situations.

Elaborations. For example, the student will:

- 3.2.1 Identify a variety of ways technologies can affect individuals, society, and the environment.
- 3.2.2 Identify different perspectives on the same uses of technologies in specific situations.
- 3.2.3 Develop criteria appropriate to the uses of technologies in specific situations, including efficiency, productivity, usefulness, cost, time, energy and personnel requirements, and accessibility.
- 3.2.4 Add appropriate criteria representing different perspectives, including short- and long-term effects, quality of life effects, and effects on people, society, economies, and the environment.
- 3.2.5 Compare criteria with criteria produced by others and adjust criteria as necessary.
- 3.2.6 Evaluate technologies used for specific purposes in specific situations, using appropriate criteria.
- 3.2.7 Compare evaluations with evaluations by others.
- 3.2.8 Discuss improvements in technologies or their uses to offset criticisms in evaluations.

1. **Expectation:** The student will demonstrate effective interaction strategies in groups.

Indicators of Learning

- 1.1 **The student will accept responsibility for personal actions and contributions to group activities.**

Elaborations. For example, the student will:

- 1.1.1 Identify group activities to join, including educational, recreational, community, and work activities.
- 1.1.2 Accept appropriate assignments to group activities made by teachers, supervisors, family, community leaders, and

others.

- 1.1.3 Initiate personal involvement in group activities.
- 1.1.4 Identify knowledge, skills, beliefs, interests, and experiences that might be useful to others in specific group activities.
- 1.1.5 Allocate personal resources—including knowledge, skills, and time—to group activities in accordance with personal and group goals and plans.
- 1.1.6 Follow through on personal commitments to groups in a variety of situations.
- 1.1.7 Persevere, when appropriate, in group tasks.
- 1.1.8 Identify consequences of personal actions on group effectiveness.
- 1.1.9 Make contributions as necessary to help group effectiveness.

1.2 The student will show respect for others in group activities.

Elaborations. For example, the student will:

- 1.2.1 Use active listening strategies to help understand other members of the group, including repetition, paraphrasing, summarizing, and asking questions to clarify content or intent.
- 1.2.2 Accept responses or contributions from other group members respectfully.
- 1.2.3 Use appropriate nonverbal responses, including eye contact, attentiveness, posture, and proximity to indicate respect and interest in the responses and contributions of other members of groups.
- 1.2.4 Use appropriate tone, voice level, forms of address, and turn-taking to demonstrate respect for others members of groups.
- 1.2.5 Identify different interaction strategies that group members from different cultures use in group activities.
- 1.2.6 Analyze the effects of culture, race, age, gender, social status, and ideological differences on individual perceptions, group roles, and interactions.
- 1.2.7 Identify areas of agreement among group members who may have different opinions, roles, contributions, or interaction styles.
- 1.2.8 Identify and object to stereotypical or disrespectful

responses to anyone in groups.

1.3 The student will use feedback to adjust behavior in group activities.

Elaborations. For example, the student will:

- 1.3.1 Interpret verbal feedback in group activities, using active listening strategies.
- 1.3.2 Interpret nonverbal feedback on individual and group roles, actions, interaction styles, contributions, and effectiveness, including eye contact, facial expressions, gestures, posture, and proximity.
- 1.3.3 Interpret situational clues regarding personal and group effectiveness, including visibility and audibility, spatial arrangements, attentiveness, engagement and on-task behavior, extraneous noise level, and personal or group conflicts.
- 1.3.4 Analyze and evaluate verbal, nonverbal, and situational feedback on personal and group effectiveness.
- 1.3.5 Adjust verbal and nonverbal behavior as necessary to increase personal and group effectiveness.

2. Expectation. The student will work cooperatively with others in a variety of group situations.

Indicators of Learning.

2.1 The student will participate in developing goals for group activities.

Elaborations. For example, the student will:

- 2.1.1 Explain the importance of goal statements to group functioning.
- 2.1.2 Identify and offer examples of goals for group activities.
- 2.1.3 Distinguish between personal and group goals.
- 2.1.4 Participate with group members in developing goals for specific group activities.
- 2.1.5 Take the lead in developing goal statements as necessary and appropriate.
- 2.1.6 Participates in evaluating proposed goal statements, using explicit criteria such as clarity, brevity, fit with group intent, feasibility, and usefulness in guiding group activities.
- 2.1.7 Participate in selecting, editing, or revising goal statements.

2.2 The student will participate in developing rules and procedures for group activities and following them.

Elaborations. For example, the student will:

- 2.2.1 Identify purposes, goals, and resources of groups for specific situations.
- 2.2.2 Assess group resources, including people, time, working space, materials, and equipment for achieving group goals.
- 2.2.3 Participate in developing rules and procedures governing the uses of plans and group resources in achieving group goals.
- 2.2.4 Take the lead in developing rules and procedures as necessary and appropriate.
- 2.2.5 Participate in evaluating proposed rules and procedures, using explicit criteria such as clarity, brevity, and usefulness.
- 2.2.6 Participate in selecting, editing, or revising group rules and procedures.
- 2.2.7 Participate in developing plans to monitor implementation of rules and procedures in group activities.
- 2.2.8 Follow group rules and procedures in group activities.

2.3 The student will demonstrate understanding of and assume various roles in group activities.

Elaborations. For example, the student will:

- 2.3.1 Identify purposes, goals, resources, and rules and procedures for group activities in specific situations.
- 2.3.2 Participate in identifying roles needed to achieve goals in group activities, given resources, rules, and procedures.
- 2.3.3 Participate in outlining the responsibilities of each role in group activities.
- 2.3.4 Participate in identifying the knowledge, skills, interests, and interactive styles needed in different roles to makes groups effective
- 2.3.5 Participate in selecting group members to assume roles in group activities.
- 2.3.6 Assume various roles in group activities, based on the needs of groups and personal interests, such as leader, record keeper, treasurer, and persons responsible for specific tasks.
- 2.3.7 Analyze strengths and weaknesses of personal performance in various roles in group activities.
- 2.3.8 Analyze performances by other members of groups in various roles.

- 2.3.9 Identify and use strategies for improving performance in various roles in group activities.
- 2.3.10 Discuss with other members of the group the effects of role performances on achievement of group goals.
- 2.3.11 Adjust roles and performances as necessary to achieve group goals.

2.4 The student will contribute personal resources to group activities.

Elaborations. For example, the student will:

- 2.4.1 Identify personal resources—including knowledge, skills, materials and equipment, space, and time—that might be useful in achieving group goals in specific activities.
- 2.4.2 Offer appropriate personal resources for specific group activities and accept group decisions about their use.
- 2.4.3 Assess the usefulness of personal resources in achieving goals in group activities.
- 2.4.4 Adjust the uses of personal resources as necessary, based on agreement in groups.

2.5 The student will support group decisions and respect dissenting positions.

Elaborations. For example, the student will:

- 2.5.1 Speak openly, objectively, and respectfully on group decisions and activities.
- 2.5.2 Encourage other members of groups to speak openly, objectively, and respectfully on group decisions and activities.
- 2.5.3 Listen actively and respectfully to responses from other members of groups.
- 2.5.4 Encourage others to listen actively and respectfully to responses from other members of groups.
- 2.5.5 Support decisions made by groups.
- 2.5.6 Respect the rights of self and others to dissent from group decisions and activities.
- 2.5.7 Respect the right of self and others to withdraw from group activities in cases of irreconcilable differences.

2.6 The student will help to identify and resolve conflicts and bring

groups to consensus when appropriate.

Elaborations. For example, the student will:

- 2.6.1 Explain the importance of resolving group conflict cooperatively and peacefully.
- 2.6.2 Explain the value that conflict can have in specific situations.
- 2.6.3 Participate in identifying conflicts in group activities.
- 2.6.4 Participate in determining the extent to which conflicts disrupt group effectiveness.
- 2.6.5 Participate in determining the causes of conflicts, including misunderstandings, unclear expectations, conflicting priorities, and differences in interaction styles caused by culture, race, age, gender, and ideology.
- 2.6.6 Speak openly and objectively about group differences of opinion when appropriate and encourage others to speak openly and objectively.
- 2.6.7 Participate in identifying and using conflict-resolution strategies, including accommodation, avoidance, collaboration, compromise, and consensus, as appropriate.
- 2.6.8 Analyze differences of opinion for common ground in relation to group goals, rules, and procedures.
- 2.6.9 Accept and encourage other group members to accept common ground about group goals, roles, rules, and procedures to help make groups more effective.
- 2.6.10 Accept and encourages other group members to accept cultural differences.
- 2.6.11 Resolve conflicts, if possible, in reaffirmation and clarification of group goals, roles, rules, and procedures and the roles different members play in group activities.
- 2.6.12 Participate in adjusting goals, roles, rules, and procedures as necessary to resolve conflicts.

3. Expectation: The student will monitor, evaluate, and plan improvements in group performance.

Indicators of Learning

3.1 The student will monitor individual and group performance in group activities.

Elaborations. For example, the student will:

- 3.1.1 Explain the value of monitoring individual and group performance.
- 3.1.2 Identify group goals, roles, rules, and procedures for group activities in specific situations.
- 3.1.3 Participate in identifying strategies for monitoring group progress in achieving group goals in specific situations, including establishing and using milestones to check progress.
- 3.1.4 Participate in identifying strategies for monitoring the uses of rules and procedures and their effectiveness.
- 3.1.6 Monitor individual and group performance, using specific strategies identified by the group.
- 3.1.7 Identify problems or barriers to group performance, such as communication problems or lack of resources.
- 3.1.8 Compare uses of monitoring strategies and interpretations of individual and group behaviors with uses and interpretations by other members of the group and outside observers, when available.
- 3.1.9 Identify opportunities for improving group performance, such as the availability of new resources.
- 3.1.10 Seek advice on using monitoring strategies.
- 3.1.11 Evaluate the uses of monitoring strategies and adjust uses as necessary.

3.2 The student will evaluate individual and group performance, using explicit criteria.

Elaborations. For example, the student will:

- 3.2.1 Identify group goals, roles, rules, and procedures for specific activities.
- 3.2.2 Identify characteristics and examples of successful groups.
- 3.2.3 Compare characteristics with characteristics identified by others.
- 3.2.4 Participate in developing criteria for evaluating individual and group performance in specific situations.
- 3.2.5 Participate in evaluating individual and group effectiveness, using explicit criteria.
- 3.2.6 Discuss and compare personal evaluations of individual and

group effectiveness with other group members and outside observers, when available.

- 3.2.7 Attempt to reach common conclusions among group members about individual and group performance.
- 3.2.8 Insist that evaluations are directed at performances and roles, not persons.
- 3.2.9 Demonstrate objectivity, sensitivity, and respect in reviewing individual and group performance.

3.3 The student will plan improvements in individual and group performance.

Elaborations. For example, the student will:

- 3.3.1 Use monitoring and evaluation strategies to identify problems in individual and group performance.
- 3.3.2 Discuss problems, their probable causes, and their impact on group performance with other members of the group.
- 3.3.3 Participate in identifying needs for improvement.
- 3.3.4 Discuss strategies for addressing problems and improving individual and group performance with other members of the group and outside observers, when available.
- 3.3.5 Attempt to reach common conclusions about strategies for change in individual and group activities, including better goal statements and role definitions and more relevant and useful rules and procedures.
- 3.3.6 Seek advice as necessary.

4. Expectation: The student will function as a responsible citizen.

Indicators of Learning

4.1 The student will participate in democratic decision-making processes in a variety of social situations.

Elaborations. For example, the student will:

- 4.1.1 Identify decisions that need to be made by social or community groups in specific situations.
- 4.1.2 Determine the information needed to make informed decisions on specific issues in social or community situations.
- 4.1.3 Seek relevant information on specific issues.

- 4.1.4 Share information and discuss interpretations and usefulness of information in decision-making with others.
- 4.1.5 Listen actively and openly to responses by others.
- 4.1.6 Encourage others to share information and interpretations.
- 4.1.7 Accept diversity of opinion and encourage others to do so.
- 4.1.8 Address responses to issues and objective information rather than persons.
- 4.1.9 Participate and encourage others to participate in decision-making.
- 4.1.10 Accept group decisions and follow resulting guidelines, rules, and laws.
- 4.1.11 Express dissent appropriately, as necessary, and recognize the right of others to dissent in an appropriate manner.

4.2 The student will make reasoned consumer decisions in a variety of situations.

Elaborations. For example, the student will:

- 4.2.1 Identify specific consumer needs for good or services..
- 4.2.2 Determine priorities among consumer needs.
- 4.2.3 Seek objective information about products or services needed.
- 4.2.4 Analyze value, cost, and dependability of available products or services to meet specific needs.
- 4.2.5 Analyze the effects of media and advertisements on the perceived value of products and services.
- 4.2.6 Evaluate available products and services, taking into account apparent value, cost, and dependability.
- 4.2.7 Seek opinion on perceived needs and available products and services as necessary.
- 4.2.8 Reassess needs based on analyses of value, cost, usefulness, dependability, and available resources.
- 4.2.9 Make decisions to buy or not buy based on analysis.

4.3 The student will manage financial resources responsibly.

Elaborations. For example, the student will:

- 4.3.1 Estimate costs and revenues for short- and long-range

periods.

- 4.3.2 Prepare short- and long-range budgets based on estimates of cost and revenues.
- 4.3.3 Make certain that costs do not exceed revenues in budgets.
- 4.3.4 Monitor expenditures and revenues against budget estimates.
- 4.3.5 Revise budgets as necessary, based on actual expenditures and revenues and more up-to-date estimates of future costs and revenues.
- 4.3.6 Make decisions to cut unnecessary or lower priority expenditures to balance costs with revenues as appropriate.
- 4.3.7 Set aside a reasonable amount of revenues as savings in each budget.
- 4.3.8 Analyze budgets for opportunities to reduce expenditures and increase savings or budget for more important costs.
- 4.3.9 Seek advice on managing financial resources as necessary.

4.4 The student will plan and act in support of communities.

Elaborations. For example, the student will:

- 4.4.1 Participate in identifying community needs and setting priorities among them.
- 4.4.2 Identify personal resources that might be useful in meeting community needs, including knowledge, skills, interests, materials, equipment, space, and time.
- 4.4.3 Determine which personal resources match specific needs.
- 4.4.4 Balance personal needs with community needs to avoid overextending self.
- 4.4.5 Discuss proposed personal contributions with other community members.
- 4.4.6 Reach agreement with other community members on plans for using personal resources to meet community needs.
- 4.4.7 Implement plans and evaluate their effectiveness in meeting community needs.
- 4.4.8 Compare evaluations of plans for using personal resources with evaluations by other members of the community.

SKILLS FOR SUCCESS IDENTIFIED IN LOCAL, STATE, AND NATIONAL REPORTS

Maryland Counties		States					National		
Carroll County	Baltimore County	Massachusetts	Vermont	Maryland	Illinois	Wisconsin	Workplace Basis	SCANS	NAS
Able communicators	Able & Effective Communicators	Skillful & Responsive Communicators	Communication	Plan & Manage Communication for Success	Communication on the Job	Several Indicators	Communication	Basic Skills	Reading, Writing, Oral Communication
Collaborative workers				Work Effectively with Others Participate Responsibly in Society	Maintaining Interpersonal Relationships Teamwork	Team Building	Group Effectiveness Influence	Interpersonal Skills	Interpersonal Relationships
Perceptive Problem Solvers Innovative Procedures	Self Motivated, Critical, & Creative Thinkers	Clear & Creative Thinkers	Reasoning & Problem Solving	Critical, Creative & Strategic Thinking to Solve Problems & Make Sound Decisions	Solving Problems & Critical Thinking	Problem Solving	Adaptability, Creative Thinking & Problem Solving	Thinking Skills Use of: Resources Information Systems Technology	
Self-directed, Lifelong Learners		Confident & Capable Lifelong Learners	Personal Development	Manage Own Learning Adapt to Change	Several Indicators		Knowing how to Learn Personal Management		
Individuals with a Positive Self-Concept	Resourceful Individuals Valuing Physical & Mental Well-Being Ethically Responsible/ Caring Human Beings with Strong Sense of Self							Personal Qualities	Personal Work Habits
Involved Citizens	Productive & Responsible Participants in Plural Society & Global Economy	Responsible & Active Contributors	Social Responsibility						
	Aesthetically Responsible Individual	Several Indicators							
		Indicator - Use Technology and Media		Use Technology as Labor-Saving & Problem Solving Tools				Technology	

**SKILLS FOR SUCCESS PHASE I
MEMBERSHIP LIST**

Mrs. Katharine M. Oliver (Co-Chair)
Assistant State Superintendent
for Career and Technology Education
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201

Ms. Christine B. Russell (Co-Chair)
Berkshire Consulting Group
9754 Michaels Way
Ellicott City, MD 21042

Dr. Robert E. Anastasi
Executive Director
Maryland Business Roundtable
Foundation
680 College Parkway
Rockville, MD 20850

Ms. Gail Bailey
Chief, School Library Media Services
and State Media Services Branch
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201

Mr. Bernard Barnes, Director
Office of Career and Technology
Education
Baltimore City Public Schools
200 East North Avenue, Room 317
Baltimore, MD 21202

Mr. James Barrett
Executive Director
Upper Shore Regional Technical Council
P.O. Box 8
Wye Mills, MD 21679

Mr. Dunbar Brooks
Baltimore Metropolitan Council
102 East Avenue
Baltimore, MD 21222

Mr. John L. Brown
Supervisor, Program Development
Prince George's Co. Public Schools
6375 English Ivy Way
Springfield, VA 22152

Mr. James Callahan
Executive Director
Governor's Workforce Investment Board
1414 Key Highway, 2nd Floor
Baltimore, MD 21230

Ms. Mary Cavey
M&M Catering
700 S. Hammonds Ferry Road
Linthicum, MD 21090

Dr. Raymond E. Clarke
Supervisor of Instruction
Kent Co. Board of Education
215 Washington Avenue
Chestertown, MD 21620

Mr. Al Coviello
Assistant Superintendent,
Instruction and Curriculum
Garrett Co. Public Schools
40 S. Fourth Street
Oakland, MD 21550-0059

Ms. Linda Cunningham
Total Quality Coordinator
AAI Corporation
P.O. Box 126
York Road & Industry Lane
Hunt Valley, MD 21030-0126

**SKILLS FOR SUCCESS PHASE I
MEMBERSHIP LIST (Cont'd)**

Ms. Mary DeManss
Recruitment Specialist/Career Advisor
Loyola College
4501 N. Charles Street
Baltimore, MD 21210

Ms. Diane Fadely
Asst. Supervisor, Special Education
Harford Co. Board of Education
45 E. Gordon Street
Bel Air, MD 21014

Ms. Gail Fridling
Cooperative Office Education
Coordinator/Teacher
Prince George's County Public Schools
5800 Nicholson Lane, Apt. 204
Rockville, MD 20852

Dr. Robert E. Gabrys
Assistant State Superintendent
for Research and Development
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201

Dr. R. Allan Gorsuch, Superintendent
Caroline Co. Public Schools
112 Market Street
Denton, MD 21629

Ms. Kelly Grafton
Sales Representative
Genstar Stone Products
11350 McCormick Road
Hunt Valley, MD 21031

Ms. Sarah M. Harris
Manager, Administrative Services
Halethorpe Extrusion Corporation
2000 Halethorpe Avenue
Baltimore, MD 21227

Dr. Donald G. Hoes, Jr.
Coordinator, Maryland Partnership
Maryland Business Roundtable
for Education
10969 Millbank Row
Columbia, MD 21044

Ms. Carolyn Hock
Policy Administrator
Maryland State Dept. of Economic and
Employment Development
Division of Business Resources
217 E. Redwood Street, 12th Floor
Baltimore, MD 21202

Ms. Deborah Knight-Kerr, Proj. Dir.
Human Resources Department
Johns Hopkins University
600 North Wolfe Street
Houck Building, Room 455
Baltimore, MD 21287-1454

Mr. Thomas F. McCarthy, Jr., Director
Center for Economic Education
Salisbury State University
1713 Lower Millstone Lane
Salisbury, MD 21801

Ms. Margaret McLaughlin
Associate Director, Institute for the
Study of Exceptional Children
University of Maryland
Benjamin Building, Room 1308
College Park, MD 20742

Ms. Yvonne Moten
Human Resource Department
Baltimore Gas & Electric Co.
Room 1606, P.O. Box 1475
Baltimore, MD 21203

**SKILLS FOR SUCCESS PHASE I
MEMBERSHIP LIST (Cont'd)**

Mr. Jeffrey R. Musser, President
Junior Achievement of Central
Maryland, Inc.
Executive Plaza III
11350 McCormick Road
Hunt Valley, MD 21031

Mr. Richard O'Hara
7994 Pleasant Court
Frederick, MD 21701

Dr. Harry A. Olson, Principal
Morris & Ward International, Inc.
1 Chase Mill Circle
Owings Mills, MD 21117

Mr. Roy Phillips, Senior Engineer
Bethlehem Steel Corporation
Location 23
Sparrows Point, MD 21219

Dr. Sandra Prillaman
Supervisor of Curriculum
Wicomico Co. Public Schools
101 Long Avenue
Salisbury, MD 21801

Ms. Joanne Scroggins
Vice President, Human Resources
Commercial Credit Corporation
300 St. Paul Place
BSPO6Z
Baltimore, MD 21202

Ms. Joann Scherrer
Manager, Human Resources
Sheppard Pratt Health System
6501 N. Charles Street
Towson, MD 21204

Ms. Jean Smith
Vice President for Chairmen
Maryland Congress of Parents
and Teachers, Inc.
4111 Larson Lane
Mt. Airy, MD 21771

Mr. Eugene Streagle, Principal
Howard High School
8700 Old Annapolis Road
Ellicott City, MD 21043

Ms. June Streckfus
Executive Director
Maryland Business Roundtable
for Education
111 S. Calvert Street, Suite 2220
Baltimore, MD 21202

Mr. Wayne Towers
National Account Manager
Xerox Corporation
409 Washington Avenue
Towson, MD 21204

Dr. James Tschechtelin, President
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215

Mr. Larry Vinck
Training Director
Steamfitters Training School
1201 66th Street
Baltimore, MD 21237

Ms. Kim Watts, Manager
Comm. Relations and Education Svcs.
Potomac Electric Power Company
Rm. 506, 1900 Pennsylvania Ave. NW
Washington, D.C. 20068

**SKILLS FOR SUCCESS PHASE II
PARTICIPANT LIST**

Katharine M. Oliver (Co-Chair)
Assistant State Superintendent
for Career and Technology Education
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201

Robert E. Anastasi
Executive Director
Maryland Business Roundtable Foundation
680 College Parkway
Rockville, MD 20850

Gail Bailey
School Library Media Services Branch
Maryland State Dept. of Education
200 West Baltimore Street
Baltimore, MD 21201

Bernard Barnes, Director
Office of Career and Technology Education
Baltimore City Public Schools
200 East North Avenue, Room 317
Baltimore, MD 21202

Mary Ann Blankenship
Maryland State Teachers Association
344 North Charles Street
Baltimore, MD 21201

Dunbar Brooks
Baltimore Metropolitan Council
102 East Avenue
Baltimore, MD 21222

John L. Brown
Curriculum and Program Development
Prince George's Co. Public Schools
9201 East Hampton Drive
Capitol Heights, MD 20743

Marlease Bushnell
512 Orchard Way
Silver Spring, MD 20904

Raymond E. Clarke
Supervisor of Instruction
Kent Co. Board of Education
215 Washington Avenue
Chestertown, MD 21620

Mary Jo Comer, Specialist
English Language Arts Assessment
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Jennifer Cooper, Training Director
Alex. Brown & Sons
135 East Baltimore Street
Mail Stop 1-3-1
Baltimore, MD 21202

Albert A. Coviello
Assistant Superintendent,
Instruction and Curriculum
Garrett Co. Public Schools
40 S. Fourth Street
Oakland, MD 21550-0059

Elaine Crawford
Facilitator in Mathematics/Science
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Ms. Linda Cunningham
Total Quality Coordinator, AAI Corp.
P.O. Box 126
York Road & Industry Lane
Hunt Valley, MD 21030-0126

**SKILLS FOR SUCCESS PHASE II
PARTICIPANT LIST (Cont'd)**

Ronald Curry, Partner
Neo Technologies
2901 Druid Park Drive, Suite C-104
Baltimore, MD 21215

Leslie Dobbin, Manager
Training and Management Development
Giant Food, Inc.
9220 Spring Hill Lane
Greenbelt, MD 20770

Richard Dunfee
Workforce Development Sponsored
Programs
University of Maryland University College
University Boulevard at Adelphi
College Park, MD 20742-1659

Robert Embry
Abell Foundation
111 South Calvert Street, Suite 2300
Baltimore, MD 21202

Isa N. Engleberg
Academic Assistant to the Vice President
for Instruction
Prince George's Community College
301 Largo Road
Largo, MD 20772-2199

Luke Frazier, Acting Executive Director
The Maryland Student Service Alliance
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Ms. Gail Fridling
Cooperative Office Education Coordinator
Prince George's County Public Schools
Northwestern High School
700 Adelphi Road
Hyattsville, MD 20782

Daniel H Gadra, Director
High School Improvement Program
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Robert Gell, President
Cecil Community College
1000 North East Road
North East, MD 21901

Lynne Gilli, Branch Chief
Career Connections Service Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Marilyn Glass, CSLP Director
Allied Signal Technical Services Corp.
ATSC, Goddard Corporate Park
7515 Mission Drive
Lanham, MD 20706

Lina Goins, Manager
Compensation and Benefits & HRIS
Commercial Credit
300 St. Paul Place
BSP09B
Baltimore, MD 21202

R. Allan Gorsuch, Superintendent
Caroline Co. Public Schools
112 Market Street
Denton, MD 21629

Robert Gray
Specialist in Technology Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Carolyn Hock, Policy Administrator
Department of Business and Economic
Development
217 East Redwood Street, 12th Floor
Baltimore, MD 21202

**SKILLS FOR SUCCESS PHASE II
PARTICIPANT LIST (Cont'd)**

Dr. Donald G. Hoes, Sr., Director
School-Based Programs
Maryland Business Roundtable
for Education
10969 Millbank Row
Columbia, MD 21044

Timothy J. Hogan
Vice President, Human Resources
The Maryland Insurance Company
3910 Keswick Road, Room 463
Baltimore, MD 21211

Diane Householder, Science Specialist
Div. of Instruction and Staff Development
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Rita Hughes, Project Coordinator
Planning, Results, and Information Mgmt.
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Fred Jacobs, Resource Teacher
Washington County Public Schools
P.O. Box 730
820 Commonwealth Avenue
Hagerstown, MD 21741

Diane Johnson, Facilitator
Social Studies for High School Assessment
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Amanda Jonas
Maryland Student Service Alliance
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Deborah Knight-Kerr, Project Director
Human Resources Department
Johns Hopkins University
600 North Wolfe Street
Houck Building, Room 455
Baltimore, MD 21287-1454

Deborah Leather
Associate Vice President for Instructional
Technologies and Dean of Library
Towson University
8000 York Road
Towson, MD 21204-7097

Margaret McLaughlin
Associate Director, Institute for the
Study of Exceptional Children
University of Maryland
Benjamin Building, Room 1308
College Park, MD 20742

Jay McTighe, Director
Maryland Assessment Consortium
Urbana High School
3471 Campus Drive
Ijamsville, MD 21754

Ms. Yvonne Moten
Human Resource Department
Baltimore Gas & Electric Co.
Room 1606, P.O. Box 1475
Baltimore, MD 21203

Daisy Nelson, President
White Ridgely Associates Success Mgmt.
Maryland CARES
2201 Old Court Road
Baltimore, MD 21208

Harry A. Olson, Principal
Maximum Potential, Inc.
1 Chase Mill Circle
Owings Mills, MD 21117

**SKILLS FOR SUCCESS PHASE II
PARTICIPANT LIST (Cont'd)**

Roy Phillips, Senior Engineer
Bethlehem Steel Corporation
Location 23
Sparrows Point, MD 21219

Jacqueline Pipkin, Principal
Parkville High School
2600 Putty Hill Avenue
Baltimore, MD 21234

Sandra Prillaman
Supervisor of Curriculum K-12, Staff
Development, and Foreign Language
Wicomico Co. Public Schools
101 Long Avenue, P.O. Box 1538
Salisbury, MD 21801

Barbara Reeves
Director of Instructional Technology
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Jonathan Reis, Supervisor
Market Research
proctor & Gamble
11050 York Road
Hunt Valley, MD 21030

Ellen Rennels
3647 Morning View Court
Ellicott City, MD 21042

Robert C. Rice
Assistant State Superintendent for
Research and Development
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Ted Schuder, Specialist
Research and Development Office
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Joanne Scroggins
Vice President, Human Resources
Commercial Credit Corporation
300 St. Paul Place
BSPO6Z
Baltimore, MD 21202

Simmona Simmons-Hodo
Albin O. Kuhn Library and Gallery
University of Maryland Baltimore County
1000 Hilltop Circle
Catonsville, MD 21228

Jean Smith, Vice President
Frederick County Board of Education
4111 Larson Lane
Mount Airy, MD 21771

Miriam Stanicic, Program Manager
Job Center, Anne Arundel County
80 West Street
Annapolis, MD 21401

June Streckfus
Executive Director
Maryland Business Roundtable
for Education
111 S. Calvert Street, Suite 2220
Baltimore, MD 21202

Ronald Thomas, Executive Director
Baltimore County Public Schools
Department of Education Accountability
6901 North Charles Street, Greenwood
Towson, MD 21204-3711

Ann G. Tidball, Vice President
Allied Signal Technical Services
Corporation
One Bendix Road
Columbia, MD 21045

Michael Traskey, Director
Organization Development
McCormick & Co., Inc.
18 Loveton Circle, P.O. Box 6000
Sparks, MD 21152

**SKILLS FOR SUCCESS PHASE II
PARTICIPANT LIST (Cont'd)**

Ms. Carmela Veit, President
Maryland Congress of Parents and
Teachers, Inc.
3121 St. Paul Street
Baltimore, MD 21228

Larry Vinck, Training Director
Steamfitters Training School
1201 66th Street
Baltimore, MD 21237

Sandra Warren, Research Associate
Institute for the Study of Exceptional
Children and Youth
University of Maryland at College Park
1220 Benjamin Building
College Park, MD 20741-1161

Joe Wenderoth
Senior Design Analyst, AAI Corporation
P.O. Box 126
York Road & Industry Lane
Cockeysville, MD 21031

Patricia M. Whorl, Coordinator
Educational Services
Potomac Electric Power Company
Prince George's County
8300 Old Marlboro Pike
Upper Marlboro, MD 20772

Norman Wilson, Vice President
Planning & Research
The Maryland Insurance Company
3910 Keswick Road
Baltimore, MD 21211

Toni Worsham, Director
Maryland Center of Thinking Studies
Coppin State College
2500 West North Avenue
Baltimore, MD 21216