

A smiling woman with dark hair is shown in a classroom or office environment. In the background, there is a computer monitor. A large, dark green star graphic is positioned in the upper right quadrant of the image. The overall color scheme is green and white.

Connecting Workplace Competencies with the Learning Standards



The Massachusetts Work-Based Learning Toolkit

This is the Massachusetts Work-Based Learning Toolkit. The Toolkit provides information to present to trainees — employers, educators, students and parents — on how to ensure an effective and productive work-based learning experience for the student and for the employer. The Toolkit also offers trainers information on how to produce a solid training program.

The Toolkit contains:

- ★ Five separate, self-contained modules
- ★ A Video capturing quality work-based learning experiences
- ★ A CD-ROM which contains reproducible content from the Toolkit, including a Powerpoint presentation
- ★ Various brochures which can be ordered (see order form)
- ★ Printout of overheads for copying onto transparencies to use for a training session and for copying as handouts

Trainers can customize each presentation by presenting only those modules of interest to the audience and by adding their own material.

The five modules are:

- ★ Implementing Work-Based Learning
- ★ Training Essentials
- ★ Workplace Safety
- ★ Mentoring and Supervising Teenagers
- ★ Connecting Workplace Competencies with the Learning Standards

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Connecting the Competencies with the Learning Standards

This module links the Learning Standards from the seven Massachusetts Curriculum Frameworks with the nine competencies of the Massachusetts Work-Based Learning Plan. As the module demonstrates, the frameworks and competencies overlap in many areas. A student can learn the standards through a work-based learning experience. Likewise, a student can master specific workplace competencies and skills through classroom work.

This document serves as the first step to create a learning system that helps a student reach academic and workplace expectations simultaneously.

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Primary Connections Between The Learning Standards for the English Language Arts and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard 1:	Use agreed-upon rules for informal and formal discussions in small and large groups.
Learning Standard 3:	Make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Learning Standard 6:	Describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.

1b. Listening

Developing listening skills; working to make eye contact and confirm understanding.

Listens attentively; makes eye contact; repeats instructions to confirm understanding.

Listens attentively and demonstrates understanding through relevant responses and questions.

Retains complex information over time and applies it later to work.

Learning Standard 1:	Use agreed-upon rules for informal and formal discussions in small and large groups.
Learning Standard 2:	Pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.
Learning Standard 9:	Identify the basic facts and essential ideas in what they have read, heard, or viewed.



Needs Development	Competent	Proficient	Advanced
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1c. Reading

Reads written directions and workplace documents with assistance.	Reads written directions and workplace documents independently.	Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	Reads complex written materials and executes related tasks independently.
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- Learning Standard 8: Decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.
- Learning Standard 9: Identify the basic facts and essential ideas in what they have read, heard, or viewed.
- Learning Standard 17: Interpret the meaning of literary works, nonfiction, films and media by using different critical lenses and analytic techniques.

1d. Writing

Learning to write clearly with correct grammar.	Writes clearly with correct grammar.	Writes clearly using work-related technology.	Writes and develops professional materials such as newsletters, websites, and marketing brochures.
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- Learning Standard 5: Identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
- Learning Standard 19: Write compositions with a clear focus, logically related ideas to develop it, and adequate supporting detail.
- Learning Standard 20: Select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.
- Learning Standard 21: Improve organization, content, paragraph development, level of detail, style, tone, and word choice in revising their compositions.
- Learning Standard 22: Use their knowledge of standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling to edit their writing.

Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.	Effectively compiles information and resources, including via the Internet.	Effectively organizes and evaluates the relevance and accuracy of information.	Identifies and obtains missing information based on mastery of subject.
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- Learning Standard 2: Pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.
- Learning Standard 9: Identify the basic facts and essential ideas in what they have read, heard, or viewed.
- Learning Standard 24: Use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.
- Learning Standard 26: Obtain information by using a variety of media and evaluate the quality of the information obtained

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.	Researches and synthesizes information from a variety of sources.	Effectively organizes and analyzes, interprets and draws conclusions from a variety of information types and sources.	Develops theories of action and tests them in practice.
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- Learning Standard 23: Use self-generated questions, note-taking, summarizing, precis writing, and outlining to enhance learning when reading or writing.
- Learning Standard 24: Use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.

Competency 3: Problem Solving

3a. Identifying Problems

Identifies problems with help from supervisor.	Identifies problems independently.	Explores cause of problems and evaluates impact on various stakeholders.	Identifies potential problems and proposes preventive action.
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- Learning Standard 9: Identify the basic facts and essential ideas in what they have read, heard, or viewed.
- Learning Standard 24: Use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.
- Learning Standard 26: Obtain information by using a variety of media and evaluate the quality of the information obtained.



Needs Development	Competent	Proficient	Advanced
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Competency 7: Interacting with Others

7b. Interacting with Co-Workers

Developing basic interaction skills. Responds when others initiate conversations.	Initiates positive interactions with co-workers.	Participates constructively as part of a team.	Leads teams of co-workers to complete projects in an effective and timely manner.
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- Learning Standard 1: Use agreed-upon rules for informal and formal discussions in small and large groups.
- Learning Standard 2: Pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.
- Learning Standard 3: Make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

7d. Respecting Diversity

Developing an understanding of diversity.	Understands diversities and similarities.	Demonstrates ability to work with people different from him/herself.	Seeks out opportunities to work with people different from him/herself.
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- Learning Standard 6: Describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.

Primary Connections Between The Learning Standards for Mathematics and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard 1.13: **Mathematical Structure.** Explain why seemingly different mathematical systems may be essentially the same.

Learning Standard 4.4: **Statistics.** Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.

1d. Writing

Learning to write clearly with correct grammar.

Writes clearly with correct grammar.

Writes clearly using work-related technology.

Writes and develops professional materials such as newsletters, websites, and marketing brochures.

Learning Standard 1.12: **Discrete Mathematics.** Investigate and describe problem situations that arise in connection with computer and calculator validation and the applications of algorithms.

Learning Standard 1.13: **Mathematical Structure.** Explain why seemingly different mathematical systems may be essentially the same.

Learning Standard 4.4: **Statistics.** Construct, draw inferences, and reason with charts, tables, and graphs that summarize data from real-world situations.

Learning Standard 4.4: **Statistics.** Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.

Learning Standard 4.7: **Probability.** Describe, in general terms, the normal curve and use its properties to answer questions about sets of data that are assumed to be normally distributed.



Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.

Effectively compiles information and resources, including via the Internet.

Effectively organizes and evaluates the relevance and accuracy of information.

Identifies and obtains missing information based on mastery of subject.

Learning Standard 4.4:	Statistics. Construct, draw inferences, and reason with charts, tables, and graphs that summarize data from real-world situations.
Learning Standard 4.4:	Statistics. Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.

Researches and synthesizes information from a variety of sources.

Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.

Develops theories of action and tests them in practice.

Learning Standard 1.11:	Estimation. Use estimation strategies to judge the reasonableness of results of computation and problem solving involving real numbers.
Learning Standard 4.4:	Statistics. Construct, draw inferences, and reason with charts, tables, and graphs that summarize data from real-world situations.
Learning Standard 4.4:	Statistics. Design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.
Learning Standard 4.5:	Probability. Determine the likelihood of outcomes, using theoretical probabilities.

2c. Quantitative Analysis and Mathematics

Performs simple calculations – addition and subtraction – with and without a calculator.

Applies basic math, including multiplication and division, to complete appropriate tasks.

Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.

Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.

*Numerous Mathematics Learning Standards align with this competency.

Primary Connections Between The Learning Standards for Science and Technology and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard: **Inquiry.** Select the appropriate means for representing, communicating, and defending a scientific and technological argument.

Learning Standard: **Technology. *The Design Process.*** Communicate the problem, process and solution.

Learning Standard: **Technology Science Technology and Human Affairs.** Argue and defend the position that while technology can be used to solve societal problems, technology can also have a negative impact on people and the environment.

1c. Reading

Reads written directions and workplace documents with assistance.

Reads written directions and workplace documents independently.

Reads and understands written materials, including technical documents, independently; asks questions where appropriate.

Reads complex written materials and executes related tasks independently.

Learning Standard: **Inquiry.** Use a range of exploratory techniques, e.g., experiments, information/literature searches. Data logging, research, and development, etc.



Needs Development	Competent	Proficient	Advanced
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1d. Writing

Learning to write clearly with correct grammar.	Writes clearly with correct grammar.	Writes clearly using work-related technology.	Writes and develops professional materials such as newsletters, websites, and marketing brochures.
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Learning Standard:	Inquiry. Select appropriate methods of recording and interpreting data.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. The Design Process.</i> Communicate the problem process and solution.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. The nature and impact of Technology.</i> Explain how technology plays a major role in making a country a world power.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. The nature and impact of Technology.</i> Describe ways in which technological inventions and innovations stimulate economic competitiveness and are translated into products and services with marketplace demands.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. Technology yesterday, today and tomorrow.</i> Describe the process through which an invention is patented.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. Science, Technology and Human Affairs.</i> Describe situations that illustrate how scientific and technological revolutions have changed society.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. Science, Technology and Human Affairs.</i> Describe ways in which technological development has been influenced by the culture of the society and by the resources available to that society.

Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.	Effectively compiles information and resources, including via the Internet.	Effectively organizes and evaluates the relevance and accuracy of information.	Identifies and obtains missing information based on mastery of subject.
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Learning Standard:	Inquiry. Formulate testable questions and generate explanations using the results of predictions.
Learning Standard:	Inquiry. Make decisions about the range and number of independent variables and how to control other variables in designing experiments.
Learning Standard:	Inquiry. Select appropriate methods of recording and interpreting data.

Needs Development	Competent	Proficient	Advanced
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2b. Research and Analysis

Developing a familiarity with pertinent information and its location.	Researches and synthesizes information from a variety of sources.	Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.	Develops theories of action and tests them in practice.
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Learning Standard:	Inquiry. Use a range of exploratory techniques, e.g., experiments, information/literature searches, data logging, research, and development, etc.
Learning Standard:	Inquiry. Question interpretations or conclusions for which there is insufficient supporting evidence, and recognize that any conclusion can be challenged by further evidence.
Learning Standard:	Inquiry. Formulate further testable hypotheses based on the knowledge and understanding generated.
Learning Standard:	Inquiry. Interpret data in the light of experimental findings, and appropriate scientific and technological knowledge and understanding.
Learning Standard:	Technology. <i>The Design Process.</i> Evaluate the solution and its consequences against planned criteria.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. Science Technology and Human Affairs.</i> Develop skills in applying scientific knowledge to make decisions about problems at the community, state, national and international levels, and recognize that using these skills responsibly is an essential part of being a citizen in today's world.

2c. Quantitative Analysis and Mathematics

Performs simple calculations – addition and subtraction – with and without a calculator.	Applies basic math, including multiplication and division, to complete appropriate tasks.	Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
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Learning Standard:	Inquiry. Interpret data in the light of experimental findings, and appropriate scientific and technological knowledge and understanding.
Learning Standard:	Technology. <i>Understanding and Using Technology in Society. Science Technology and Human Affairs.</i> Develop skills in applying scientific and technological knowledge to making decisions about problems at the community, state, national and international levels, and recognize that using these skills responsibly is an essential part of being a citizen in today's world.



Needs Development	Competent	Proficient	Advanced
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Competency 3: Problem Solving

3a. Identifying Problems

Identifies problems with help from supervisor.	Identifies problems independently.	Explores cause of problems and evaluates impact on various stakeholders.	Identifies potential problems and proposes preventive action.
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- Learning Standard: **Technology.** *The Design Process.* Identify a problem or design opportunity that has not necessarily been solved before.
- Learning Standard: **Technology.** *The Design Process.* Propose designs and choose among suggested solutions.
- Learning Standard: **Technology.** *The Design Process.* Propose designs and choose between alternative solutions.

3b. Solving Problems

Solves problems with help from supervisor.	Solves simple problems independently.	Explores options and considers several alternative solutions when solving problems.	Develops hypotheses and proposes creative solutions and systemic change, including preventive actions.
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- Learning Standard: **Technology.** *The Design Process.* Identify a problem that has not necessarily been solved before.
- Learning Standard: **Technology.** *The Design Process.* Implement a proposed solution that conforms to the design constraints.
- Learning Standard: **Technology.** *The Design Process.* Evaluate the solution and its consequences against planned criteria.
- Learning Standard: **Technology.** *The Design Process.* Redesign the solution.
- Learning Standard: **Technology.** *The Design Process.* Redesign the solution. Intitiate new approaches.

Competency 4: Using Technology

4a. Using Work Tools and Office Equipment

Uses work tools and/or basic office equipment with supervision	Uses work tools and/or office equipment independently.	Trouble shoots and solves problems using work tools and/or office equipment.	Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.
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- Learning Standard: **Inquiry.** Select and use common and specialized tools to measure the dependent variable.
- Learning Standard: **Technology.** *Understanding and Using Technology in Society. The tools and machines of Technology.* Use complex tools, machines, and equipment to solve problems.
- Learning Standard: **Technology.** *Understanding and Using Technology in Society. The tools and machines of Technology.* Identify appropriate ways to select, operate, maintain, and dispose of technological devices.

Needs Development

Competent

Proficient

Advanced

Competency 8: Understanding All Aspects of the Industry

8b. Recognizing Health and Safety Issues

Practices appropriate health and safety protocol at the

workplace with assistance. Practices appropriate health and safety protocol independently and recognizes their importance.

Understands the implications of health and safety principles and applies them to new situations.

Models good health and safety practices and helps others to understand their importance.

Learning Standard: **Technology.** *Understanding and Using Technology in Society. The tools and machines of Technology.* Identify appropriate ways to select, operate, maintain, and dispose of technological devices.

Learning Standard: **Technology.** *Understanding and Using Technology in Society. Resources of Technology.* Discuss issues of resource management including safety, costs, environmental and political concerns.

Learning Standard: **Technology.** *Understanding and Using Technology in Society. Technological areas of communication, construction, manufacturing, transportation, power, and bio-related technologies.* Give examples of ways in which technological processes could adversely affect the environment.



Primary Connections Between The Learning Standards for History and Social Science and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations....

1c. Reading

Reads written directions and workplace documents with assistance.

Reads written directions and workplace documents independently.

Reads and understands written materials, including technical documents, independently; asks questions where appropriate.

Reads complex written materials and executes related tasks independently.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentation....

1d. Writing

Learning to write clearly with correct grammar.

Writes clearly with correct grammar.

Writes clearly using work-related technology.

Writes and develops professional materials such as newsletters, websites, and marketing brochures.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations....

Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.

Effectively compiles information and resources, including via the Internet.

Effectively organizes and evaluates the relevance and accuracy of information.

Identifies and obtains missing information based on mastery of subject.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.

Researches and synthesizes information from a variety of sources.

Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.

Develops theories of action and tests them in practice.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.



Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information (continued)

2c. Quantitative Analysis and Mathematics

Performs simple calculations – addition and subtraction – with and without a calculator.	Applies basic math, including multiplication and division, to complete appropriate tasks.	Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
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Learning Standard 6:	Interdisciplinary Learning. <i>Natural Science, Mathematics, and Technology in History.</i> Students will describe and explain major advances, discoveries, and inventions over time in natural science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health...
Learning Standard 12:	Economic Reasoning. Students will demonstrate understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade....

Competency 3: Problem Solving

3a. Identifying Problems

Identifies problems with help from supervisor.	Identifies problems independently.	Explores cause of problems and evaluates impact on various stakeholders.	Identifies potential problems and proposes preventive action.
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Learning Standard 3:	Research, Evidence, and Point of View. Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.
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Needs Development	Competent	Proficient	Advanced
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3b. Solving Problems

Solves problems with help from supervisor.

Solves simple problems independently.

Explores options and considers several alternative solutions when solving problems

Develops hypotheses and proposes creative solutions and systemic change, including preventive actions.

Learning Standard 3: **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

Competency 7: Interacting with Others

7d. Respecting Diversity

Developing an understanding of diversity.

Understands diversities and similarities.

Demonstrates ability to work with people different from him/herself.

Seeks out opportunities to work with people different from him/herself.

Learning Standard 4: **Society, Diversity, Commonality, and the Individual....**Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

Competency 8: Understanding All Aspects of the Industry

8a. Understanding the Structure and Dynamics of the Entire Organization

Is aware of his/her own role within the department.

Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.

Understands and negotiates the communication and workflow between departments.

Understands the role of the organization in the industry and the economy.

Learning Standard 14: **Today's Economy.** Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.



Needs Development	Competent	Proficient	Advanced
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Competency 8: Understanding All Aspects of the Industry

8c. Understanding Personnel Policy and the Labor/Management Relationship

Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	Understands personnel policy, and where appropriate, the role of labor organizations.	Adheres to personnel policy and understands its impact on individuals.	Understands personnel policy and its impact on the organizations; and contributes to a positive work culture.
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Learning Standard 11: **Fundamental Economic concepts.** Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money...

Learning Standard 16: **Authority, Responsibility, and Power.** Students will explain forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “a government of laws, but not of me”; and describe responsible and irresponsible exercise of both authority and power.

Competency 9: Taking Responsibility and Professional Development

9c. Setting Career Goals

Needs to gain awareness of career opportunities.	Aware of career opportunities.	Actively researches career opportunities.	Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.
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Learning Standard 11: **Fundamental Economic concepts.** Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money...

Learning Standard 14: **Today’s Economy.** Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include... the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.

Primary Connections Between The Learning Standards for The Arts and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard 3: **Theatre/Drama. Directing.** Students will rehearse and stage a dramatic works.

1c. Reading

Reads written directions and workplace documents with assistance.

Reads written directions and workplace documents independently.

Reads and understands written materials, including technical documents, independently; asks questions where appropriate.

Reads complex written materials and executes related tasks independently.

Learning Standard 2: **Theatre/Drama. Reading and Writing Scripts.** Students will read, analyze, and write dramatic material.

1d. Writing

Learning to write clearly with correct grammar.

Writes clearly with correct grammar.

Writes clearly using work-related technology.

Writes and develops professional materials such as newsletters, websites, and marketing brochures.

Learning Standard 2: **Theatre/Drama. Reading and Writing Scripts.** Students will read, analyze, and write dramatic material.



Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.	Effectively compiles information and resources, including via the Internet.	Effectively organizes and evaluates the relevance and accuracy of information.	Identifies and obtains missing information based on mastery of subject.
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- Learning Standard 1: **Dance. *Movement Elements and Dance Skills.*** Students will identify and demonstrate movement elements and dance skills.
- Learning Standard 4: **Visual Arts. *Processes of Artistry: Drafting, Revising, Exhibiting.*** Students will demonstrate knowledge of the processes of creating their own artwork: drafts, critique, self-assessment, refinement, exhibition.

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.	Researches and synthesizes information from a variety of sources.	Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.	Develops theories of action and tests them in practice.
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- Learning Standard 4: **Visual Arts. *Processes of Artistry: Drafting, Revising, Exhibiting.*** Students will demonstrate knowledge of the processes of creating their own artwork; drafts, critique, self-assessment, refinement, exhibition. Uses work tools and/or basic office equipment with supervision.

Competency 4: Using Technology

4a. Using Work Tools and Office Equipment

Uses work tools and/or basic office equipment with supervision.	Uses work tools and/or office equipment independently.	Trouble shoots and solves problems using work tools and/or office equipment.	Takes initiative in maintaining tools/equipment and/or seeing to it that they are repaired.to it that they are repaired.
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- Learning Standard 4: **Theatre/Drama. *Technical Theatre.*** Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.
- Learning Standard 9: **Inventions, Technologies, and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
- Learning Standard 10: **Connections. *Interdisciplinary Connections.*** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology.

Needs Development	Competent	Proficient	Advanced
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Competency 4: Using Technology (continued)

4b. Computer Operation

Learning basic computer skills.	Demonstrates basic computer skills.	Uses appropriate software to complete assignments.	Applies appropriate software innovatively to improve organization's productivity.
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Learning Standard 4:	Theatre/Drama; Visual Arts. <i>Technical Theatre.</i> Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.
Learning Standard 9:	Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
Learning Standard 10:	Connections. <i>Interdisciplinary Connections.</i> Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology.

Competency 5: Completing Entire Activities

5a. Initiating and Completing Projects

Completes tasks and projects as assigned with supervision.	Completes tasks and projects as assigned.	Initiates and completes projects independently.	Delivers high-quality results on schedule.
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Learning Standard 4:	Dance. <i>Performance in Dance.</i> Students will rehearse and stage dance works.
Learning Standard 3:	Music. <i>Playing Instruments.</i> Students will play instruments, alone and with others, to perform a varied repertoire of music.
Learning Standard 4:	Music. <i>Improvisation and Composition.</i> Students will improvise, compose, and arrange music.
Learning Standard 2:	Theatre/Drama. <i>Reading and Writing Scripts.</i> Students will read, analyze, and write dramatic material.
Learning Standard 2:	Theatre/Drama. <i>Directing.</i> Students will rehearse and stage dramatic works.

5b. Time Management

Meets assigned deadlines with supervision.	Meets assigned deadlines independently.	Sets priorities and deadlines independently.	Manages multiple tasks and projects effectively.
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Learning Standard 4:	Dance. <i>Performance in Dance.</i> Students will rehearse and stage dance works.
Learning Standard 2:	Theatre/Drama. <i>Directing.</i> Students will rehearse and stage dramatic works.



Needs Development	Competent	Proficient	Advanced
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Competency 6: Acting Professionally

6b. Accepting Direction and Criticism

Learning to accept direction.	Accepts direction with positive attitude.	Accepts constructive criticism with positive attitude.	Accepts and applies constructive criticism to improve performance.
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Learning Standard 4:	Dance. <i>Performance in Dance.</i> Students will rehearse and stage dance works.
Learning Standard 3:	Music. <i>Playing Instruments.</i> Students will play instruments, alone and with others, to perform a varied repertoire of music.
Learning Standard 2:	Theatre/Drama. <i>Directing.</i> Students will rehearse and stage dramatic works.

6c. Flexibility and Maintaining Control

Learning to adapt to change. Resumes self-control with supervision.	Adapts to change with positive attitude. Resumes self-control independently.	Explores change. Maintains self-control in challenging circumstances.	Initiates change. Maintains self-control in extremely difficult circumstances.
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Learning Standard 4:	Dance. <i>Performance in Dance.</i> Students will rehearse and stage dance works.
Learning Standard 2:	Theatre/Drama. <i>Directing.</i> Students will rehearse and stage dramatic works.

Competency 7: Interacting with Others

7b. Interacting with Co-Workers

Developing basic interaction skills.	Responds when others initiate conversations.	Initiates positive interactions with co-workers.	Participates constructively as part of a team Leads teams of co-workers to complete projects in an effective and timely manner.
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Learning Standard 4:	Dance. <i>Performance in Dance.</i> Students will rehearse and stage dance works.
Learning Standard 3:	Music. <i>Playing Instruments.</i> Students will play instruments, alone and with others, to perform a varied repertoire of music.
Learning Standard 2:	Theatre/Drama. <i>Directing.</i> Students will rehearse and stage dramatic works.

Needs Development	Competent	Proficient	Advanced
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Competency 7: Interacting with Others (continued)

7d. Respecting Diversity

Developing an understanding of diversity.	Understands diversities and similarities.	Demonstrates ability to work with people different from him/herself.	Seeks out opportunities to work with people different from him/herself.
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Learning Standard 8: **Connections.** *Concepts of Style, Stylistic Influence, and Stylistic Change.* Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Competency Eight: Understanding All Aspects of the Industry

8a. Understanding the Structure and Dynamics of the Entire Organization

Is aware of his/her own role within the department.	Demonstrates working knowledge of the department's role in the organization and how it relates to other departments.	Understands and negotiates the communication and workflow between departments.	Understands the role of the organization in the industry and the economy.
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Learning Standard 3: **Music.** *Playing Instruments.* Students will play instruments, alone and with others, to perform a varied repertoire of music.

Learning Standard 7: **Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organization, and arts institutions in societies of the past and present.

8b. Recognizing Health and Safety Issues

Practices appropriate health and safety protocol at the workplace with assistance.	Practices appropriate health and safety protocol independently and recognizes their importance.	Understands the implications of health and safety principles and applies them to new situations.	Models good health and safety practices and helps others to understand their importance.
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Learning Standard 4: **Dance.** *Performance in Dance.* Students will rehearse and stage dance works.

Learning Standard 2: **Theatre/Drama.** *Directing.* Students will rehearse and stage dramatic works.



Needs Development	Competent	Proficient	Advanced
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8c. Understanding Personnel Policy and the Labor/Management Relationship

Developing an understanding of personnel policy, and where appropriate, the role of labor organizations.	Understands personnel policy, and where appropriate, the role of labor organizations.	Adheres to personnel policy and understands its impact on individuals.	Understands personnel policy and its impact on the organizations; and contributes to a positive work culture.
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Learning Standard 7: **Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Competency 9: Taking Responsibility for Career and Life Choices

9b. Balancing Personal, Professional and Academic Responsibilities

Learning to recognize the difference among personal, professional and academic life.	Applies the ability to manage personal, professional and academic responsibilities.	Balances personal, professional and academic life choices.	Prioritizes effectively among personal, professional and academic responsibilities.
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Learning Standard 4: **Dance. Performance in Dance.** Students will rehearse and stage dance works.
 Learning Standard 2: **Theatre/Drama. Directing.** Students will rehearse and stage dramatic works.

9c. Setting Career Goals

Needs to gain awareness of career opportunities.	Aware of career opportunities.	Actively researches career opportunities.	Initiates steps to accomplish career goals, including participating in professional development activities such as workshops and seminars.
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Learning Standard 6: **Purposes of the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created.
 Learning Standard 7: **Connections. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Primary Connections Between The Learning Standards for Foreign Languages and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.	Speaks clearly and uses language appropriate to the environment both in person and on the telephone.	Expresses complex ideas in an organized and concise manner.	Presents effectively to a group using well-organized format, concise language and clear enunciation.
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Learning Standard 1:	Interpersonal Communication. Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.		
Learning Standard 2:	Interpretive Communication. Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.		
Learning Standard 3:	Presentational Communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.		

1b. Listening

Developing listening skills; working to make eye contact and confirm understanding.	Listens attentively; makes eye contact; repeats instructions to confirm understanding.	Listens attentively and demonstrates understanding through relevant responses and questions.	Retains complex information over time and applies it later to work.
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Learning Standard 1:	Interpersonal Communication. Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.		
Learning Standard 2:	Interpretive Communication. Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.		



Needs Development	Competent	Proficient	Advanced
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1c. Reading

Reads written directions and workplace documents with assistance.	Reads written directions and workplace documents independently.	Reads and understands written materials, including technical documents, independently; asks questions where appropriate.	Reads complex written materials and executes related tasks independently.
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Learning Standard 1:Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.		
Learning Standard 2:	Interpretive Communication. Students will understand and interpret ideas and information written or spoken in a language other than English....		
Learning Standard 4:	Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.		
Learning Standard 8:	Communities. Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.		

1d. Writing

Learning to write clearly with correct grammar.	Writes clearly with correct grammar.	Writes clearly using work-related technology.	Writes and develops professional materials such as newsletters, websites, and marketing brochures.
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Learning Standard 2:	Interpretive Communication. Students will understand and interpret ideas and information written or spoken in a language other than English....		
Learning Standard 3:	Presentational Communication. Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics....		

Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.	Effectively compiles information and resources, including via the Internet.	Effectively organizes and evaluates the relevance and accuracy of information.	Identifies and obtains missing information based on mastery of subject.
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Learning Standard 2: **Interpretive Communication.** Students will understand and interpret ideas and information written or spoken in a language other than English....

Learning Standard 7: **Connections.** Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge....

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.	Researches and synthesizes information from a variety of sources.	Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.	Develops theories of action and tests them in practice.
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Learning Standard 1: **Interpersonal Communication.** Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions....

Learning Standard 2: **Interpretive Communication.** Students will understand and interpret ideas and information written or spoken in a language other than English....

Learning Standard 7: **Connections.** Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge....

Competency 7: Interacting with Others

7a. Interacting with Customers/Clients

Developing skills necessary to deal with difficult customers/clients and situations.	Appropriately requests assistance when dealing with difficult customers/clients and situations.	Resolves client/customer problems independently where appropriate.	Proactively handles stress of difficult customers/clients and situations.
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Learning Standard 1: **Interpersonal Communication.** Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions....

Learning Standard 2: **Interpretive Communication.** Students will understand and interpret ideas and information written or spoken in a language other than English....

Learning Standard 4: **Cultures.** Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts....



Needs Development	Competent	Proficient	Advanced
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7b. Interacting with Co-Workers

Developing basic interaction skills. Responds when others initiate conversations.	Initiates positive interactions with co-workers.	Participates constructively as part of a team.	Leads teams of co-workers to complete projects in an effective and timely manner.
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Learning Standard 1:	Interpersonal Communication. Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions....		
Learning Standard 4:	Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.		
Learning Standard 7:	Connections. Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge....		

7c. Managing Stress and Conflict

Identifies conflict and considers its source with supervision.	Identifies conflict and considers its source independently.	Recognizes and avoids potential conflict. Maintains perspective and a sense of humor.	Resolves conflict by appropriately addressing issues with involved parties.
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Learning Standard 6:	Cultural Comparison. Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own....		
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7d. Respecting Diversity

Developing an understanding of diversity.	Understands diversities and similarities.	Demonstrates ability to work with people different from him/herself.	Seeks out opportunities to work with people different from him/herself.
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Learning Standard 4:	Cultures. Students will demonstrate an understanding of the traditions, perspectives, practices and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts....		
Learning Standard 6:	Cultural Comparison. Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own....		

Primary Connections Between The Learning Standards for Comprehensive Health and the Nine Competencies

Needs Development	Competent	Proficient	Advanced
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Competency 1: Communication and Literacy

1a. Speaking

Learning to speak clearly, audibly and courteously.

Speaks clearly and uses language appropriate to the environment both in person and on the telephone.

Expresses complex ideas in an organized and concise manner.

Presents effectively to a group using well-organized format, concise language and clear enunciation.

Learning Standard 8: Students will communicate health information clearly and accurately.

1b. Listening

Developing listening skills; working to make eye contact and confirm understanding.

Listens attentively; makes eye contact; repeats instructions to confirm understanding.

Listens attentively and demonstrates understanding through relevant responses and questions.

Retains complex information over time and applies it later to work.

Learning Standard 4: Students will identify, use, and evaluate health information and resources.

1d. Writing

Learning to write clearly with correct grammar.

Writes clearly with correct grammar.

Writes clearly using work-related technology.

Writes and develops professional materials such as newsletters, websites, and marketing brochures.

Learning Standard 8: Students will communicate health information clearly and accurately.

Learning Standard 9: Students will promote health and collaborate to build safe and supportive social environments.



Needs Development	Competent	Proficient	Advanced
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Competency 2: Organizing and Analyzing Information

2a. Collecting and Organizing Information

Developing ability to collect and organize information and material needed for a task.	Effectively compiles information and resources, including via the Internet.	Effectively organizes and evaluates the relevance and accuracy of information.	Identifies and obtains missing information based on mastery of subject.
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Learning Standard 4:	Students will identify, use, and evaluate health information and resources.
Learning Standard 5:	Students will assess health benefits, attitudes and behaviors in order to set achievable goals, monitor progress and evaluate outcomes.
Learning Standard 6:	Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.

2b. Research and Analysis

Developing a familiarity with pertinent information and its location.	Researches and synthesizes information from a variety of sources.	Effectively organizes and Analyzes, interprets and draws conclusions from a variety of information types and sources.	Develops theories of action and tests them in practice.
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Learning Standard 3:	Students will analyze the impact of social, cultural, economic, and environmental factors on health.
Learning Standard 4:	Students will identify, use, and evaluate health information and resources.
Learning Standard 5:	Students will assess health beliefs, attitudes, and behaviors in order to set achievable goals, monitor progress, and evaluate outcomes.
Learning Standard 6:	Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.

2c. Quantitative Analysis and Mathematics

Performs simple calculations – addition and subtraction – with and without a calculator.	Applies basic math, including multiplication and division, to complete appropriate tasks.	Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles or other mathematical relationships.	Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts.
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Learning Standard 3:	Students will analyze the impact of social, cultural, economic, and environmental factors on health.
Learning Standard 4:	Students will identify, use, and evaluate health information and resources.

Needs Development	Competent	Proficient	Advanced
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Competency 3: Problem Solving

3a. Identifying Problems

Identifies problems with help from supervisor.

Identifies problems independently.

Explores cause of problems and evaluates impact on various stakeholders.

Identifies potential problems and proposes preventive action.

Learning Standard 6: Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.

3b. Solving Problems

Solves problems with help from supervisor.

Solves simple problems independently.

Explores options and considers several alternative solutions when solving problems.

Develops hypotheses and proposes creative solutions and systemic change, including preventive actions.

Learning Standard 3: Students will analyze the impact of social, cultural, economic, and environmental factors on health.

Learning Standard 4: Students will identify, use, and evaluate health information and resources.

Learning Standard 5: Students will assess health beliefs, attitudes, and behaviors in order to set achievable goals, monitor progress, and evaluate outcomes.

Learning Standard 6: Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.

Competency 5: Completing Entire Activities

5b. Time Management

Meets assigned deadlines with supervision.

Meets assigned deadlines independently.

Sets priorities and deadlines independently.

Manages multiple tasks and projects effectively.

Learning Standard 5: Students will assess health beliefs, attitudes, and behaviors in order to set achievable goals, monitor progress, and evaluate outcomes.

Learning Standard 6: Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.



Needs Development	Competent	Proficient	Advanced
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Competency 8: Understanding All Aspects of the Industry

8b. Recognizing Health and Safety Issues

Practices appropriate health and safety protocol at the workplace with assistance.	Practices appropriate health and safety protocol independently and recognizes their importance.	Understands the implications of health and safety principles and applies them to new situations.	Models good health and safety practices and helps others to understand their importance.
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Learning Standard 1:	Students will understand current concepts of health promotion, disease prevention, and risk assessment in relationship to lifelong growth and development.
Learning Standard 4:	Students will identify, use, and evaluate health information and resources.
Learning Standard 6:	Students will demonstrate the ability to assess risk, consider potential consequences, and make health-enhancing decisions.
Learning Standard 7:	Students will manage resources and practice behaviors that protect and enhance their physical, intellectual, emotional, and social health.
Learning Standard 9:	Students will promote health and collaborate to build safe and supportive social environments.



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