Indiana Middle School
Business Curriculum Resources for
Career Exploration

**Online Resources for Topics Included in the
Indiana Department of Education
Exploring College and Career Standards
For the Middle School Curriculum**

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Indiana BITMS Curriculum Resources for Career Exploration
Aligned with the Indiana Career and Technical Education Course Description and Standards for
Exploring College and Careers
Indiana Department of Education – Division of College & Career Preparation

Introduction

Career exploration can (and should) begin at an early age. As students enter middle school, they have an increased interest in and need for career exploration. Middle school students are ready to gain an understanding of their own interests, skills, and attitudes; career alternatives and the ever-evolving requirements of the workplace; and the relationship of school and lifelong learning to career success.

Middle school career education helps students begin to "create their futures" by:

- Making them aware of their personal characteristics, skills, interests, and aptitudes
- Helping them develop a positive attitude toward work
- Enabling them to see the relationship between personal choices, academic performance, and future opportunities
- Giving them an awareness of the many career options available and an understanding that their options are not limited by gender, socioeconomic status, or ethnicity
- Expanding their technology skills as they search for and analyze career information
- Facilitating their acquisition and demonstration of Common Core State Standards, Literacy Standards for Technical Subjects, grades 6-8
- Affording them an opportunity to develop and use problem-solving and decision-making skills in authentic contexts
- Providing them an incentive to stay in school and work toward career goals
- Encouraging them to develop appropriate social skills, personal values, and self-esteem
- Providing a foundation on which they can make academic decisions and explore college interests

The career component in the Business Information Technology Middle School (BITMS) Curriculum titled "Career Exploration" encompasses the framework of the DOE course "Exploring College and Careers" (DOE Code: 0493). "Career Exploration" provides students with the essentials necessary to match their interests with career opportunities and to understand the academic and experience qualifications needed to pursue various opportunities. In addition, it integrates important business knowledge and practices into career exploration. Copies of the standards for the DOE course and for the Business Information Technology Middle School Curriculum course, "Career Exploration" are included in the Appendix to this document.

The last topic in the resources, "Teacher Information," may provide useful ideas in planning instructional strategies for this component. The Common Core Literacy for Technical Subjects Standards, grades 6-8, are included at the end of this document. These Standards, in tandem with those for the high school provide students with college and career readiness.

Authors' Note

The authors of this document have done extensive research to locate online resources with appropriate content for middle school students and teachers. Some of the items included focus on informational content for teachers. In some instances, items will have to be adapted for middle school students and for differentiated instruction. An effort was made to locate content resources and activities that engage students in realistic applications of the principles and practices studied (project-based learning—PBL). Although many good print materials are available, the research for this document focused on online resources, which are more readily accessible and less expensive than print materials. Resources from other components of the Business Middle School Curriculum are relevant to career education and should be drawn upon.

The online resources listed were accessible when they were checked just prior to the release of this document. However, websites and links come and go, so some items may no longer be accessible and new items may be available. Teachers should be alert to advertising or other information on sites that may not be objective. Teachers' guides, informative content for students and teachers, and problem-solving and project-based learning activities are among the types of items included in this document. However, these resources do not provide adequate coverage of all the career education topics; this listing should be considered a source of supplementary material. Teachers are encouraged to share other resources they have found effective through the website: https://learningconnection.doe.in.gov/.

The emphasis in teaching students career education content must be on mastery of the principles and concepts that will prepare them to make personal decisions, continue their education, and understand workplace options and requirements. However, in conjunction with this instruction, students must be taught to integrate the basic electronic tools (including online tools) involved in analyzing information and making plans for the future—especially spreadsheets and document creation. Use of these tools will contribute to the technical knowledge and application skills students need to acquire prior to entering high school. By the completion of the eighth grade, students should have a foundation of knowledge, attitudes, and skills on which to build additional expertise through courses and experiences in high school, college, and lifelong learning. The ISTE/NETS Standards incorporated in Career Exploration will help students prepare for the Indiana eighth grade technology literacy assessment.

Business middle school teachers have limited time for teaching career education; they must select the topics that fit their schools' overall curricular plan for providing career education. This document is organized to facilitate locating specific topics/content easily. The following information regarding the organization of the document may be helpful:

- National and Indiana websites pertaining to career education are listed on page 3.
- Sites that provide project-based learning activities for a "Variety of Career-Related Middle School Objectives" are listed on page 4.
- "Teacher Information" topics are included as the final topic of the document.
- The order used by the IDOE for listing the Indiana Middle School Standards for Exploring College and Careers was followed in presenting the resources in this document (these standards are included in the Appendix).
- The cross listing of Internet links was not exhaustive; teachers should be alert to items that may be relevant to additional topics.

As the resources are perused, the need to look beyond the opening screen for relevant material for a particular item should be kept in mind.

College and Careers Websites

National

 http://www.careerclusters.org/16clusters.cfm
   The list of 16 career clusters defined by the U.S. Department of Education
 http://www.sc.edu/career/Webresources/prefreshmen.html
   Career Center—"Websites for Middle & High School Students"
 http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf
   "National Career Development Guidelines"
 http://www.bls.gov/oco/
   "Occupational Outlook Handbook (OOH), 2010-11 Edition"
 http://www.bls.gov/k12/index.htm
   "Exploring Career Information from the Bureau of Labor Statistics—2010-11 Edition
 http://www.dol.gov/dol/audience/aud-educators.htm
   "A shortcut to information and services the Department of Labor (DOL) offers
   educators."

State(s)

 http://www.doe.in.gov/pathways/
   "Indiana's Career Clusters and College and Career Pathways are being developed. A
   three-year project to redesign Indiana's Career Pathways began in 2009 and continues.
   Business, industry, and educator work groups will design 40 + new pathway plans that
   identify the secondary and post secondary courses and career opportunities for each
   pathway."   This site contains a template of the career clusters and the pathways to be
   developed for each cluster.
 http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-
 BMIT/ExploringCareersStandards.pdf
   "Exploring College and Careers" middle level; Indiana Department of Education –
   Division of College and Career Preparation
 http://www.in.gov/dwd/
   "Indiana Department of Workforce Development," includes Indiana's "Hottest Jobs of
   the Future"
 http://www.in.gov/dwd/files/x_820_web.pdf
   "Indiana Career Guide"
 http://www.learnmoreindiana.org/Pages/default.aspx
   "Your College and Career Connection"
 http://www.learnmoreindiana.org/careers/exploring/Pages/RealWorld.aspx
   "Ready for the Real World?"
 http://www.driveofyourlife.org/
   "Test Drive Careers for the One and Only You!"
 http://www.learnmoreindiana.org/k12academics/Documents/2010Pubs/OnTrack_6.pdf
   "Learn More Indiana; OnTrack, 6th Grade"
 http://www.learnmoreindiana.org/k12academics/Documents/2010Pubs/OnTrack_7.pdf
   "Learn More Indiana; OnTrack, 7th Grade"
 http://www.learnmoreindiana.org/k12academics/Documents/2010Pubs/OnTrack_8.pdf
   "Learn More Indiana; OnTrack, 8th Grade"
 http://www.doe.in.gov/sservices/counseling/highschool/career_guidance.html
   "Career Guidance Middle & High School"
 http://www.indianastandardsresources.org/standardSummary.asp?Subject=gui&Grade=6-
 8&Standard=
   "Indiana's Academic Standards & Resources" Click on Guidance 6-8, Standard 2

State(s)   (continued)

http://www.indianacareerexplorer.org
"Indiana Career Explorer" A College & Career Planning System for All Hoosiers
http://www.indianacareerconnect.com
"A Better Career Starts Here" powered by WorkOne
http://www.schools.utah.gov/cte/cteintro_cda.html
"CTE Introduction Program" Career Development Activities (Developed through a
Federal grant)
http://www.gactaern.org/foundationskills.html
Identifies foundation skills for CTE courses—Georgia (need to adapt for middle school)
http://www.gactaern.org/ms/curriculum_ms_career.html
Instructional resources for grades 6, 7, and 8

Sites that Provide Information and/or Project-Based Learning Activities for a Variety of Career-Related Middle School Topics/Objectives

http://astroventure.arc.nasa.gov/avhome.html
> "Astro-Venture is an educational, interactive, multimedia Web environment highlighting NASA careers and astrobiology research in the areas of Astronomy, Geology, Biology, and Atmospheric Sciences." (Designed for students in grades 5-8)

http://www.fldoe.org/workforce/pdf/cruiser-2003.pdf
> "The Adventures of Tom Cruiser" Includes: "Discovering Your Interests, Learning Style, Values . . ."

http://www.khake.com/page95.html
> "General Career Information and Guidance Resources"

http://www.collegecareerlifeplanning.com/Pages/60%20Second%20Pages/Index%20K-12%20Students.html
> "College Career Life Planning"

http://www.khake.com/page94.html
> "Career Activities and Vocational Lesson Plans"

http://www.fldoe.org/workforce/pdf/cruiser.pdf
> "Career Cruiser (2011)—A career and education planning guide"

http://www.fldoe.org/workforce/pdf/parent_primer06.pdf
> "Parent Primer on Career Exploration" (Prepared by the Florida Department of Education and contains information useful to teachers as well as parents)

http://www.fldoe.org/workforce/ced/
> "Educator's Toolkit on Career & Education Planning"

http://www.gactaern.org/ms/curriculum_ms_career.html
> Instructional resources for grades 6, 7, and 8

CAREER EXPLORATION
TOPICS AND RELATED RESOURCES

Standard 1 – Exploring Self
1.0   Standard: Students will analyze personal characteristics to create a personal profile.

Topics

Personal and family morals, values, and ethics

http://www.educationplanner.org/students/self-assessments/character.shtml
> "How Strong Is Your Character?"

http://www.associationdatabase.com/aws/NCDA/pt/sd/news_article/4911/_PARENT/layout_details_cc/false
> "Parental Behaviors that Influence Adolescents' Career Development"

http://www.myplan.com/assess/values.php?sid=a73805c946d2f9bc63eddd502f60c24d
> "Career Assessment Tests—Values Assessment"

http://www.jobsetc.gc.ca/toolbox/quizzes/values_quiz.do?lang=e
> "Work Values Quiz"

http://digitalethics.org/2011/06/14/essay-digital-ethics-and-kids/
> "Essay: Digital Ethics and Kids" This article points out the relationship between students' home background and their ability to make ethical decision in using digital media.

Personal aptitudes, interests, and skills

http://www.learnmoreindiana.org/careers/exploring/InterestInventories/Pages/Home.aspx
> "Interest Inventories"

http://www.bls.gov/k12/index.htm
> "What Do You Like?" "Exploring Career Information from the Bureau of Labor Statistics—2010-11 Edition"

http://www.educationplanner.org/students/self-assessments/kind-of-student.shtml
> "What Kind of Student Are You?"

http://ritter.tea.state.tx.us/rules/tac/chapter127/ch127a.html
> Item 127. 3   "Exploring Careers"

http://www.jobsetc.gc.ca/toolbox/quizzes/abilities_quiz.do?lang=e
> "Abilities Quiz"

http://www.jobsetc.gc.ca/toolbox/quizzes/dpt_quiz.do?lang=e
> A quiz to determine how you are able to deal with data, people, and things in work ; results in a list of occupations that matches the answers given

http://www.jobsetc.gc.ca/toolbox/quizzes/interests_quiz.do?lang=e
> Contains 50 questions to determine interests and the way one likes to work

http://www.careerinfonet.org/videos_by_ability.asp?id=27,14,1,&nodeid=31
> "Skill and Ability Videos"

http://www.iseek.org/careers/assessyourself.html
> "Assess Yourself"

Personal priorities and life and career goals

http://www.myplan.com/timeline/middle_school.php
        "Planning Timeline"
http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programofstudy/08mcd.pdf
        "National Career Development Guidelines Competencies (NCDGC): Provide a framework and
        structure for the career development process."
http://www.educationplanner.org/students/career-planning/checklists/middle-school.shtml
        "Career Planning Checklist: Middle School"
http://www.hollandcodes.com/support-files/delta-personalitymosaic.pdf
        "Personality Mosaic (Holland Code)"
http://www.mindtools.com/page6.html
        "Personal Goal Setting—Planning to Live Your Life Your Way"
http://www.careerexplorer.net/
        "Your career; Your Way" Includes aptitude test, job descriptions, career videos and related
        information
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/a%20ProcessGuidelines
/Follow%20Your%20Dreams.pdf
        "Follow Your Dream—But Have a Backup-Up Plan"
http://www.iseek.org/careers/journey.html
        "Your Lifelong Journey"

Learning style preferences and their application to school and work

http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
 "What's Your Learning Style? 20 Questions"
http://www.jobsetc.gc.ca/toolbox/quizzes/mi_quiz.do?lang=e
        "Multiple Intelligence Quiz"
http://www.jobsetc.gc.ca/toolbox/quizzes/styles_quiz.do?lang=e
        "This quiz is a good first step in exploring learning styles"
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm
        "Learning Styles and Strategies"

http://www.cteresource.org/featured/differentiated_instruction.html
        "Learning Styles, Multiple Intelligences, and Differentiated Instruction" Information for
        providing instruction

Project-Based Learning Activities

http://www.fldoe.org/workforce/pdf/cruiser-2003.pdf
"The Adventures of Tom Cruiser" Includes: "Discovering Your Interests, Learning Style, Values . . ."
http://breitlinks.com/careers/career_pdfs/portfolio.pdf
"Career Portfolio for Middle School Students"
http://alumnae.mtholyoke.edu/pdf/career/worksheet5.pdf
"Values Worksheet" Students use "values cards," provided at end of instructions, to determine values that are important to them.
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/b%20InterestSkillsNeeds/Career%20Values%20Worksheet.pdf
An exercise to map value priorities

Standard 2 – Exploring College and Careers
2.0   Standard: Students will use Career Clusters and Indiana's College and Career Pathways to explore careers and educational requirements for employment.

Topics

Jobs, occupations, and careers

http://www.educationplanner.org/students/career-planning/find-careers/hot-jobs.shtml
      "Hot Jobs for the Future"
http://ritter.tea.state.tx.us/rules/tac/chapter127/ch127a.html
      Item 127.4 "Career Portals"
http://www.nycareerzone.org/index.jsp
      "CareerZone" "The place to explore careers related to your strengths, skills, and talents."
https://www.cia.gov/
      Click on "Kids" Page
http://www.careeronestop.org/SalariesBenefits/Sal_default.aspx
      Search for an occupation and find related wage and employment statistics
http://www.collegeboard.com/csearch/majors_careers/profiles/
      Search academic major and career categories
http://www.careerexplorer.net/salaries
      "Click on Job Description Title to Learn More About Your Career Choices" Includes salary information; aptitude test; and other relevant information
http://www.collegegrad.com/careers
      "Career profiles for the 30 most popular careers"
http://www.justthinktwice.com/content/inside_dea.html
      "Careers with the Drug Enforcement Agency"
http://www.goarmy.com/careers-and-jobs.html
      Careers with the Army
http://www.navy.com/navy/careers/
      Careers with the Navy
http://www.airforce.com/careers/#enlisted
      Careers with the Air Force
http://www.marines.com/main/index/quality_citizens/benefit_of_services
      Careers with the Marines
http://www.gocoastguard.com/find-your-career/reserve-opportunities/reserve-officer-opportunities/career-fields
      Careers with the Coast Guard
http://www.priweb.org/ed/lol/careers.html
      "I Want to Be a Paleontologist! Advice for Students and Parents'
http://www.kids.gov/6_8/6_8_careers.shtml
      Lists many jobs and includes information on qualifications, pay, opportunity, etc.
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/c%20Exploring%20Careers/TV%20Fantasy%20vs.%20Reality.pdf
      "Reality vs. Fantasy in Occupational Portrayals on the Small Screen"
http://www.bls.gov/oco/home.htm
      "For hundreds of different types of jobs—such as teacher, lawyer, and nurse—the *Occupational Outlook Handbook* tells you: the training and education needed, earnings, expected job prospects, what workers do on the job, and working conditions"

**Career information and resources: Workplace and labor market trends,
including economic, global, technology, and social**

http://www.careerinfonet.org/occ_intro.asp?id=1&nodeid=1
> "Occupation Information"

http://www.educationplanner.org/
> Click on "Explore Careers that Interest You" then "Explore Salary and Pay" then "The More
> You Learn, The More You Earn"

http://ritter.tea.state.tx.us/rules/tac/chapter127/ch127a.html
> Item 127.4 "Career Portals"

http://www.bls.gov/opub/mlr/2009/11/art5full.pdf
> "Occupational employment projections to 2018" "Professional and related occupations and
> service occupations are expected to create more new jobs than all other occupational groups from
> 2008 to 2018; in addition, growth will be faster among occupations for which postsecondary
> education is the most significant form of education or training, and, across all occupations,
> replacement needs will create many more job openings than will job growth."

http://mappingyourfuture.org/planyourcareer/careership/about_careership.cfm
> "CareerShip" "Students can review careers by cluster, review the featured career, etc."

http://www.discoverengineering.org/
> "Discover Engineering"

http://www.eia.doe.gov/kids/
> "Energy Kids"

http://www.kids.gov/6_8/6_8_careers.shtml
> Lists many jobs and includes information on qualifications, pay, opportunity, etc.

http://www.brighthub.com/education/k-12/articles/96606.aspx
> "Career Field Trip"

http://www.khake.com/
> "The Vocational Information Center website is an education directory that provides links to
> online resources for career exploration, technical education, workforce development, technical
> schools; and related vocational learning resources"

http://www.educationplanner.org
> Click on "Find Careers" then on "Hot Jobs for the Future"

http://www.acinet.org/acinet/
> "Careeronestop—Pathways to career success"

http://stats.bls.gov/k12/index.htm
> Career information from the Bureau of Labor Statistics; students select topics based on their
> interests and strengths

http://www.monster.com/
> "Take Control of your Career"

http://www.ncpublicschools.org/docs/curriculum/guidance/resources/programofstudy/08mcd.pdf
> "National Career Development Guidelines Competencies (NCDGC): Provide a framework and
> structure for the career development process."

http://www.careerexplorer.net/salaries
> Provides salary, education level, and growth Outlook for a wide range of jobs

http://www.careerexplorer.net/job-descriptions
> Describes career areas, salary expectations, how to prepare to meet educational requirements, and
> types of schools providing education/training for various job descriptions

**Career information and resources: Workplace and labor market trends,
including economic, global, technology, and social (continued)**

http://www.dreamit-doit.com/content/toolkit/ccalculator.php
Students select type of career and specific interest related to the career area, and they get a list of possible jobs; other resources are available from this site, too
http://www.dreamit-doit.com/content/toolkit/quiz.php
"There are 20 questions and you can't get a single one wrong. Answer honestly and we'll tell you in what types of careers you'll probably be happiest"
http://egsc.usgs.gov/isb/pubs/booklets/scientists/
"Scientists in Action! - This site describes numerous careers in the natural sciences by providing narratives of professional scientists at work. From mapping the planets to sampling the ocean floor, from protecting wildlife to forecasting volcanic eruptions."
http://www.khake.com/page97.html
"Career Description Sites for Younger Students"
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/e%20Career%20Evaluation/Earnings%20by%20Occupation%20&%20Sex%202005.pdf
"Median Weekly Earnings of Full-Time Wage and Salary Workers by Detailed Occupation and Sex"
http://www.careerinfonet.org/oview1.asp?level=Overall&id=14,&nodeid=3
"Top 50 Fastest-Growing Occupations"
http://www.careerinfonet.org/oview2.asp?level=Overall&id=14,&nodeid=4
"Top 50 Occupations with the Most Openings"
http://www.careerinfonet.org/oview5.asp?level=Overall&id=14,&nodeid=7
"Top 50 Highest-Paying Occupations by Median Hourly Wages"
http://www.collegecareerlifeplanning.com/Pages/Get%20Motivated%20Pages/Index%20Global%20Workplace.html
"Changing Global Workplace" (includes audio presentations)

Types of careers in each of the 16 National Career Clusters

http://ritter.tea.state.tx.us/rules/tac/chapter127/ch127a.html
Item 127.4 "Career Portals"
http://www.careerclusters.org/16clusters.cfm
"Career Clusters At-a-Glance"
http://www.glencoe.com/sec/careers/cclusters/student/clusters/business.shtml
Provides an exploration of each of the 16 career clusters; includes "Career Development Links"
http://www.ct.gov/ecd/cwp/view.asp?A=3681&Q=428070
"Next Generation Careers—Resource Connections"
http://kids.niehs.nih.gov/labcoat.htm
Health and Science Careers (National Institute of Environmental Health Sciences)
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/b%20InterestSkillsNeeds/InterestSurvey.pdf
"Career Clusters Interest Survey"
http://www.iseek.org/careers/clusters.html
"Career Clusters"

Postsecondary education and training options, including technical programs, military, apprenticeships, two- and four-year colleges and resources for obtaining postsecondary education and training

http://www.goarmy.com/careers-and-jobs.html
    Careers with the Army
http://www.navy.com/navy/careers/
    Careers with the Navy
http://www.airforce.com/careers/#enlisted
    Careers with the Air Force
http://www.marines.com/main/index/quality_citizens/benefit_of_services
    Careers with the Marines
http://www.gocoastguard.com/find-your-career/reserve-opportunities/reserve-officer-opportunities/career-fields
    Careers with the Coast Guard
http://www.aie.org/students/index.cfm
    Help in planning for educational goals
http://www.educationbug.org/a/what-is-post-secondary-education-.html
    Article: "What is Post Secondary Education?"
http://www.iseek.org/education/educationSearch#tab-search-stt
    "Education Search Tools"

Project-Based Learning Activities

http://www.fldoe.org/workforce/pdf/cruiser-2003.pdf
"The Adventures of Tom Cruiser" Includes: "Discovering Your Interests, Learning Style, Values . . ."

http://www.brighthub.com/education/k-12/articles/97355.aspx
Making a career brochure

http://www.brighthub.com/education/k-12/articles/96631.aspx
"Lesson to Find Future Employment Ideas by Writing a Career Essay"

http://www.brighthub.com/education/homework-tips/articles/77054.aspx
"Middle School Career Research Projects": "Teachers can use this real-world project to allow students to research jobs and then present them to the class. They will have a well-researched answer to the question when they present their top career choice."

http://disney.go.com/hotshot/hsb2/index.html
"Middle School Entrepreneur Game"

http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/j%20Networking%20Internships/Questions%20to%20Ask.pdf
"Questions students can ask people about their careers"
Students can use these responses to develop a written or oral presentation.

http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/j%20Networking%20Internships/Learn%20&%20Earn%20%20Opportunities.pdf
Activities students can participate in to help them prepare for careers.

http://www.careerinfonet.org/skills/default.aspx?nodeid=20
A "Skills Profiler" that allows students to create a list of their skills and match them to job types

http://www.powertolearn.com/teachers/lesson_activities/careers/CBV.125.E.CAR.R4.D1_58.pdf
"The Top Ten On-The-Job Skills and Attitudes" that use those skills.

http://www.collegecareerlifeplanning.com/Documents/6%20Teacher%20Resources/a%20Tools%20to%20Motivate/Ideas%20for%20In-Class%20Activities.pdf
"How Many Jobs Can You Identify"

http://www.fldoe.org/workforce/ced/pdf/skills-for-workplace.pdf
"Topic: Skills for the Workplace"

http://www.powertolearn.com/teachers/lesson_activities/careers/marine_mammal_rescue.pdf
"Create a Career Flyer: Marine Mammal Rescue"

http://breitlinks.com/careers/career_pdfs/Career-Activities.pdf
"Career Activities" (a list of activities that can provide insight into various aspects of careers)

Standard 3 – Making Decisions
3.0 Standard: Students will apply critical and creative thinking to make decisions and solve problems.

Topics

Components of critical and creative thinking

http://www.rubies-scientific.com/critical_thinking/critical_thinking_in_elementary.htm
"Critical Thinking in the Elementary and Middle School Classroom"
http://www.criticalthinking.org/resources/k12/TRK12-tactics-encourage-learning.cfm
"Tactics that Encourage Active Learning"
http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CriticalThinking/index.html#characteristics
"Characteristics of Critical Thinking"
http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Teaching-Critical-Reading-with-Questioning-Strategies.aspx
"Teaching Critical Reading with Questioning Strategies"
http://www.uwsp.edu/education/lwilson/lessons/intro.htm
"The Instructional Planning Process—Many Models, Many Choices"
http://old.eduguide.org/Parents-Library/Teaching-Creative-Thinking-Skills-2180.aspx
"Teaching Creative Thinking Skills" (Identifies a six-step problem-solving model)
http://www.houstonisd.org/StudentSupportServices/Home/Safe%20&%20Drug%20Free%20Schools/AntiBully/ReflectiveThinking.pdf
"Reflective Thinking: RT" (Defines reflective thinking and critical thinking; includes references to methods and other resources for teaching reflective thinking to middle school students)
http://www.abcteach.com/free/u/unit_fallacies_middle_one.pdf
"How to Argue Without Cheating" (Provides the basics for teaching logic)
http://www.intellectualtakeout.org/library/chart-graph/middle-and-high-schools-critical-thinking-rubric?library_node=76595
"Middle and High School Critical-Thinking Rubric"

Decision-making processes

http://www.educationplanner.org/students/index.shtml
"Career Planning"
http://www.fldoe.org/workforce/ced/pdf/informed-decision-making.pdf
"Module: Goal Setting and Decision Making"
http://mychildsfuture.org/parents/activities/Activity_HS_AnalyzingPrioritizingDeciding.pdf
"Analyzing, Prioritizing, and Deciding" (A High School Activity that can be adapted)
http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=decision_making
"Decision-making / reasoning skills"
http://mychildsfuture.org/parents/item.htm?id=102
"Decision making and goal setting"
http://managementhelp.org/personalproductivity/problem-solving.htm
"Problem Solving and Decision Making (Solving Problems and Making Decisions)"
http://www.careerkey.org/asp/your_decision/high_quality_decisions.html
"High-Quality Decision Making"

Choices, options, and consequences of life and career decisions

http://www.suite101.com/content/middle-school-students-and-career-choices-a100267
>"Middle School Students and Career Choices

http://www.educationplanner.org/students/career-planning/explore-salary-pay/more-learn-more-earn.shtml
>"The More You Learn, the More You Earn"

http://www.parentsassociation.com/education/mid_school_career.html
>"Preparing Middle School Students for a Career"

Project-Based Learning Activities

http://www.fldoe.org/workforce/pdf/cruiser-2003.pdf
>"The Adventures of Tom Cruiser" Includes: "Discovering Your Interests, Learning Style, Values . . ."

http://teachers.net/gazette/FEB08/critical_thinking_activities/
>"Creative & Critical Thinking Activities for the Middle or High School Classroom"

http://www.collegecareerlifeplanning.com/Documents/6%20Teacher%20Resources/a%20Tools%20to%20Motivate/Ideas%20for%20In-Class%20Activities.pdf
>"Ideas for "In-Class" Activities" Includes two activities that require students to examine home prices and income needed to support a certain lifestyle

http://www.fldoe.org/workforce/ced/pdf/informed-decision-making.pdf
>"Module: Goal Setting and Decision Making   Topic: Informed Decision Making"

http://www.associationdatabase.com/aws/NCDA/pt/sd/news_article/34205/_PARENT/layout_details_cc/false
>"An Interactive Activity to Address Stereotypes About Career Roles in Middle Schools"
>(Focused on helping students make choices independent of stereotypes about career possibilities)

Standard 4 – Making a Plan
4.0 Students will create flexible plans for succeeding in secondary education, college, career, and life.

Topics

Skills needed for career choices

http://www.powertolearn.com/teachers/lesson_activities/careers/CBV.125.E.CAR.R4.D1_58.pdf
 "The Top Ten On-The-Job Skills and Attitudes"
http://www.powertolearn.com/teachers/lesson_activities/careers/CBV.124.S.CAR.R4.D1_58.pdf
 "The ABC's of Getting and Keeping a Job"
http://www.gcic.peachnet.edu/GeorgiaCRN/CareerDevelopmentProgram/6-12/Framework.pdf
 "National Career Development Guidelines"
http://www.aie.org/students/index.cfm
 Help in planning for educational goals
http://www.aie.org/planning-for-college/First-steps/learn-more-youll-earn-more.cfm
 "The more you learn, the more you earn."
http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-1B.pdf
 "Career Choices: Interests, Values, and Skills"
http://www.collegecareerlifeplanning.com/Pages/60%20Second%20Pages/Index%20K-12%20Students.html
 "College Career Life Planning—Elementary & Middle School Students"
http://www.educationplanner.org/students/career-planning/find-careers/careers-results.shtml
 "Which Careers Match Your Skills? The Results"

Impact of selected careers on lifestyle goals

http://www.helium.com/knowledge/66540-how-does-our-career-impact-our-personal-life
 20 articles pertaining to "How does our career impact our personal life?"
http://www.achieve-goal-setting-success.com/career-goals.html
 "Career Goals"—having career goals is important for financial security and your personal happiness and satisfaction
http://financialedge.investopedia.com/financial-edge/0111/5-Careers-That-Fit-Your-Lifestyle-Goals.aspx
 "5 Careers That Fit Your Lifestyle Goals"
http://www.mindtools.com/page6.html
 "Personal Goal Setting"
http://www.insideindianabusiness.com/contributors.asp?id=639
 "Career Priorities: Money Isn't Everything"
http://www.effective-time-management-strategies.com/career-goal-setting.html
 "Your Career Goal Setting Guide"
http://www.emergentlearningllc.com/images/pdfs/Careers_Sample.pdf
 "Why We Work"

High school graduation plan

http://www.learnmoreindiana.org/k12academics/Requirements/Pages/GradPlan.aspx
"Indiana Graduation Plan"
http://www.learnmoreindiana.org/k12academics/Requirements/Documents/GradPlan/GradPlan2010-2011.pdf
Indiana Graduation Plan in folder format
http://www.ncwd-youth.info/GradReqPTA
Graduation Requirements and Diploma Options: What Families Need to Know" (Dec. 2010-Jan. 2011 article in National PTA Magazine)
http://www.careerconnections-ct.com/index.asp?Type=B_BASIC&SEC=%7B657BDE6B-A211-40EB-9750-AE4D51C46517%7D
"Is Your Child Thinking of Dropping Out of School?" (also see sidebar at left of screen)
http://mappingyourfuture.org/MiddleHighSchool/
"Mapping Your Future"

Self-assessment inventory as basis for initial education and career plan

http://www.sps.springfield.ma.us/deptsites/stc/content/MiddleSchoolPortfolio.pdf
"This portfolio process helps students navigate the middle to high school journey
through a continuation of career development education and interventions that are designed to
illustrate the relevance of education to the attainment of career goals."
http://www.educationplanner.org/students/self-assessments/index.shtml
"Self-Assessments"
http://www.educationplanner.org/students/self-assessments/improving-study-habits.shtml
"Which Study Habits Can You Improve?"
http://www.learnmoreindiana.org/careers/exploring/InterestInventories/Pages/InterestInventories.aspx
"Career Clickers eXpress"
http://www.learnmoreindiana.org/careers/exploring/Pages/IndepthCareerInterestInventory.aspx
"Career Clickers eXpanded"

Project-Based Learning Activities

http://www.fldoe.org/workforce/pdf/cruiser-2003.pdf
"The Adventures of Tom Cruiser" Includes: "Discovering Your Interests, Learning Style, Values
. . ."
http://www.ccd.me.edu/careerprep/CareerPrepCurriculum_LP-1B.pdf
"Lesson Plan 1B— Career Choices: Interests, Values, and Skills"

Standard 5 – Personal Skills
5.0   Students will demonstrate personal skills needed for success in school, life, and career.

Topics

Personal skills, including attendance, punctuality, responsibility, integrity, getting along with others needed to succeed in school, life, and career

http://www.educationplanner.org/students/preparing-for-school/checklists/middle-school.shtml
     "Preparing for School Checklist: Middle School"—things middle students should be doing during middle school years
http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx
     "Social Skills: Promoting Positive Behavior, Academic Success, and School Safety"
http://www.sau14.org/uploads/EMS/EMS%20Work%20Habits%206%2009.pdf
     Work habits/effort rubric
http://jfs.ohio.gov/owd/WorkforceProf/Youth/Docs/infobrief20-WorkReadinessSkills.pdf
     Work Readiness Skills (Reasons Employers Do Not Hire Youth) Includes "Typical Breakdown of Work Readiness Skills"
http://www.workgo.net/readiness/JobReadinessSkillsOutline.pdf
     WorkGo Job Readiness Skills Outline "Successful Workplace Attitudes and Behaviours"
http://breitlinks.com/careers/career_pdfs/Etiquette.pdf
     "Schmoozing and Business Etiquete"
http://www.rediff.com/getahead/2007/jan/08soft.htm
     "The top 60 soft skills at work"
http://www.rediff.com/getahead/2007/jan/09soft.htm
     "How to improve your soft skills at work"
http://www.littlethingsmatter.com/blog/2011/02/08/the-growing-importance-of-soft-skills/
     "The Growing Importance of Soft Skills"

Diversity concerns, including differences in personal beliefs and attitudes, changing roles of males and females, nontraditional occupations, stereotypes, and biases that constitute cultural, intellectual, and environmental barriers in school, life, and career settings

http://www.greatschools.org/find-a-school/defining-your-ideal/284-cultural-diversity-at-school.gs
     "How important is cultural diversity at your school?"
http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf
     Building Community (Lessons for the Middle School Classroom) and Combating Hate"
http://www.collegecareerlifeplanning.com/Pages/Get%20Motivated%20Pages/Index%20Global%20Workplace.html
     "Changing Global Workplace"
http://breitlinks.com/careers/career_pdfs/im_CulturalEti.pdf
     "The Other Customs Barrier: Cultural Research Avoids Business Blunders"

Habits of mind and personal leadership skills needed to accomplish common goals and function effectively in school, life, and career settings

http://www.timemanagementforcollege.com/time-management-skills-for-middle-school-students
 "Time Management Skills for Middle School Students
http://sd71.bc.ca/sd71/school/courtmid/habits/habits_resources.htm
 "Habits of Mind Resources"
http://www.nassp.org/portals/0/content/48115.pdf
 "Leadership Education: A Bridge to the Middle Level"
http://www.slideshare.net/suziea/habits-of-mind-explained-for-students
 "Habits of Mind Explained for Students"
http://www.chsvt.org/wdp/Habits_of_Mind_Curriculum_VT_WDP.pdf
 "Habits of Mind: A Curriculum for Community High School of Vermont Students"

Project-Based Learning Activities

http://www.cccoe.net/social/skillslist.htm
 Includes many categories of activities including prevocational skills
http://pubs.cas.psu.edu/freepubs/pdfs/ui335.pdf
 "Diversity Activities for Youth and Adults" (may need to adapt)
http://www.associationdatabase.com/aws/NCDA/pt/sd/news_article/34205/_PARENT/layout_details_cc/false
 "An Interactive Activity to Address Stereotypes about Career Roles in Middle Schools"
http://breitlinks.com/careers/career_pdfs/FIairplane.pdf
 "M.A.R.S. Mars Aerial Reconnaissance Simulation" (written as a parent-conducted activity in following written instructions; can be adapted to the classroom)
http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf
 Building Community (Lessons for the Middle School Classroom) and Combating Hate"
http://www.ehow.com/how_5981354_teach-organizational-skills-middle-schoolers.html
 "How to Teach Organizational Skills to Middle Schoolers"

Standard 6 – Employability Skills
6.0   Students will demonstrate basic employability skills.

Topics

The basic components of a personal portfolio

Career Portfolio (found at http://www.articlesnatch.com/Article/Middle-School-Career-Education---The-Bridge-Between-Elementary-School-And-High-School/1456196) states that career portfolios record the journey from school to post secondary training and/or the world of work. Lane (2000) reported that a portfolio was a written account that compiled: (scroll down to find this item on the web page)

   *Vision, goals, and dreams
   *Important resource people
   *Valuable learning opportunities
   *Major career exploration objectives
   *Learning activities, skill practice, fieldwork, interviews, and work experience
   *Personal, academic, and social strengths
   *Areas that need improvement
   *Evaluation of skill and personal development performance in the major areas of career development
   *Junior high school courses liked most and the success in such courses.
   *Junior high school courses liked least and the success in those courses.
   *Sports and athletics and success in such areas
   *Music, dancing, and acting and success in such areas
   *Literature, writing, and speaking and the success in such areas
   *Three high career interest activities
   *Three low career interest activities
   *Three high general aptitude areas
   *Three low general aptitude areas
   *Three high job-career plans with reasons for selection

School, life, and career self-management skills related to responsibility and work ethic

http://www.mychildsfuture.org/parents/item.htm?id=131&previous=61&edlvl=5
          "Oregon's Career Related Learning Standards"
http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml
          Literacy and essential skills needed for work, learning, and life
http://www.collegecareerlifeplanning.com/Documents/4%20Career%20Planning/c%20Exploring%20Careers/Core%20Subjects%20and%20Your%20Career.pdf
          "Core Subjects and Your Career"
http://www.goodcharacter.com/MStopics.html
          "Teaching Guides"—for character education and life skills
http://www.sms.sd23.bc.ca/workhabits
          "Work Ethic Rubric"

Principles of technology and the concept of digital citizenship required for safe, legal, and responsible use of information and technology

http://middleschool101.edublogs.org/2010/10/17/fostering-thinking-creativity-and-digital-citizenship-through-blogging/
> "middle school 101 . . . a creative innovative approach to teaching middle school"

http://www.commonsensemedia.org/internet-safety-tips-middle-school-kids
> "Internet Safety Tips for Middle School Kids"

http://www.barnstable.k12.ma.us/Technology/mysite2/Digital%20Citizen%20Web%20quest/teacher%20resources.htm
> "Digital Citizenship – The Road to Becoming a Digital Citizen"

http://www.cybercrime.gov/cyberethics.htm
> "Cyberethics"   provides links that offer guidance and resources for parents and educators and students

http://www.doe.in.gov/isssa/safety_resources.html
> "Internet Safety Resources"

http://www.doe.in.gov/sservices/bullying/docs/Bullying-Training-and-Resources.pdf
> "Bullying Prevention & Intervention"

http://www.crews.org/curriculum/ex/compsci/articles/ethics.htm
> "Computer Ethics and Copyright Issues: Issues of Today"

Standards for personal appearance, including attire and grooming and etiquette appropriate for specific school, life, and career settings and employment communications

http://www.parentsassociation.com/education/mid_school_career.html
> "Preparing Middle School Students for a Career"

http://www.cccoe.net/social/skillslist.htm
> Provides a list of social skills (grouped) for middle school students with links to each

http://careers.stateuniversity.com/
> "Career Advice—Resumes, Cover Letters, Job Interviews, and tips for career success"

Project-Based Learning Activities

http://www.cccoe.net/social/lessonplanning.htm
> "General Considerations in Lesson Planning"

http://www.cccoe.net/social/skillslist.htm
> Provides a list of social skills (grouped) for middle school students with links to each
> Includes some learning activities

http://www.powertolearn.com/teachers/lesson_activities/careers/CBV.124.S.CAR.R4.D1_58.pdf
> "The ABC's of Getting and Keeping a Job"

http://www.powertolearn.com/teachers/lesson_activities/careers/CBV.125.E.CAR.R4.D1_58.pdf
> "The Top Ten On-The Job Skills and Attitudes"

http://www.goodcharacter.com/MStopics.html
> "Teaching Guides"—for character education and life skills

Topic: Teacher Information

http://www.suite101.com/content/career-education-for-middle-school-students-a229999
>   "Parents as Career Advisers," "Teachers as Guides to Career Options," and "Volunteers as Career Role Models"

http://www.kidsource.com/kidsource/content4/middle.school.career.html
>   "Preparing Middle School Students for a Career"

http://www.fldoe.org/workforce/ced/
>   "Educator's Toolkit on Career & Education Planning," from the Florida Department of Education

http://careerssite.legitjobsearch.com/careers-site-middle-school-career-education-the-bridge-between-elementary-school-and-high-school/
>   "Careers Site—Middle School Career Education—The Bridge Between Elementary School and High School"

http://www.calpro-online.org/ERIC/docgen.asp?tbl=pab&ID=99
>   "Middle School Career Education and Development"

http://www.quintcareers.com/teens.html
>   "Teenage Jobs, Careers, and College—Including College and Career Choices"

http://www.hollandcodes.com/middleschool-careereducation.html
>   "Middle School Career Education"

http://www.iseek.org/iseek/static/Career_Info_Resources2_10.pdf
>   "National Career Development Guidelines"

http://www.doe.in.gov/isssa/safety_resources.html
>   "Internet Safety Resources"

http://www.doe.in.gov/sservices/bullying/docs/Bullying-Training-and-Resources.pdf
>   "Bullying Prevention & Intervention"

http://www.emergentlearningllc.com/images/pdfs/Careers_Sample.pdf
>   "Why We Work"

APPENDIX

CAREER EXPLORATION
(From the BITMS 2008 Curriculum)

CE 1 **Self-Awareness/Assessment**

CE 1.1 ***Standard:*** *Students assess personal skills, abilities and aptitudes, personal strengths and weaknesses, values, achievements, lifestyles, and learning styles.*

CE 1.1.1 Formulate a personal profile by using the results from personality, interest, aptitude, values, lifestyles, and learning styles assessments

CE 1.1.2 Identify five values that are considered important in making a career choice

CE 1.1.3 Identify skills needed for career choices and match to personal abilities and interests.

CE 1.1.4 Identify strengths and areas in which assistance is needed at school

CE 1.1.5 Apply results of assessments to personal abilities in order to make realistic career choices

CE 2 **Career Exploration/Research**

CE 2.1 ***Standard: Students use a variety of career and technical resources to explore and develop a tentative career profile.***

CE 2.1.1 Describe and differentiate among job, occupation, and career

CE 2.1.2 Describe trends in the workplace (e.g., economic, technology, lifelong, social, impact of change, etc.)

CE 2.1.3 Demonstrate the ability to locate, understand, and use career information (e.g., Online sources, media, publications, personal interviews, etc.)

CE 2.1.4 Identify skills that are transferable from one occupation to another

CE 2.1.5 Demonstrate use of career resources to identify occupational clusters, career opportunities and trends within each cluster, employment outlook, and education/training requirements

CE 2.1.6 Identify and demonstrate the steps in the decision-making process to set short- and long- term goals for career decisions (e.g., high school courses, college interests, etc.)

CE 3   Career Strategies/Actions

CE 3.1   *Standard: Students use a variety of career and technical resources to explore and develop a career profile.*

CE 3.1.1   Demonstrate personal qualities (e.g., dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in school/workplace

CE 3.1.2   Demonstrate skills to interact positively with others (e.g., conflict resolutions, diversity, stereotypes, workplace roles, listening, verbal skills, etc.)

CE 3.1.3   Demonstrate workplace communication skills through using effective interpersonal skills (oral, written, and nonverbal)

CE 3.1.4   Demonstrate employability skills (e.g., working on a team, problem-solving, organizational skills, and skill improvement/learning new skills)

CE 3.1.5   Demonstrate career and job self-management (e.g., the importance of planning, following the steps involved in handling conflict, following the steps involved in dealing with stress, and identifying the steps for planning school projects)

CE 3.1.6   Demonstrate an understanding of workplace diversity (e.g., people who are different from oneself, different personal beliefs and attitudes, changing roles of men and women, nontraditional occupations, stereotypes, biases, culture, intellectual, environmental barriers)

EXPLORING COLLEGE AND CAREERS

Indiana Department of Education – Division of College & Career Preparation
Indiana Career and Technical Education Course Description and Standards

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including exploring the 16 national *career clusters and* Indiana's College & Career Pathways, and begin to determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers.

• DOE Code: 0493
• Recommended Grade Level: Middle School
• Recommended Prerequisites: None
• Recommended for all students, to be completed by the end of eighth grade.

Exploring College and Careers: Academic Standards Checklist

Standard 1 – Exploring Self
1.0 Students will analyze personal characteristics to create a personal profile.

ECC-1.1	Identify personal and family morals, values, and ethics.
ECC-1.2	Describe personal aptitudes, interests, and skills.
ECC-1.3	Explore personal priorities and goals for life and career.
ECC-1.4	Examine learning style preferences and their application to school and work.

Standard 2 – Exploring College and Careers
2.0 Students will use Career Clusters and Indiana's College and Career Pathways to explore careers.

ECC-2.1	Differentiate among job, occupation and career.
ECC-2.2	Locate, understand and use career information and resources.
ECC-2.3	Identify workplace and labor market trends (such as economic, global, technology, and social).
ECC-2.4	Describe the types of careers in each of the 16 Career Clusters.
ECC-2.5	Describe postsecondary educational options (such as technical programs, military, apprenticeships, two- and four-year colleges) and resources for obtaining postsecondary education and training.

Standard 3 – Making Decisions
3.0 Students will apply critical and creative thinking to make decisions and solve problems.

ECC-3.1   Demonstrate components of critical and creative thinking.

ECC-3.2   Apply decision-making processes.

ECC-3.3   Identify choices, options and consequences of life and career decisions.

Standard 4 – Making a Plan
4.0 Students will create flexible plans for succeeding in secondary education, college, career and life.

ECC-4.1   Identify skills needed for career choices and match to personal abilities and interest.

ECC-4.2   Explain the impact of selected careers on lifestyle goals.

ECC-4.3   Review and update high school graduation plan.

ECC-4.4   Interpret results of self assessment inventory to create an initial education and career plan.

Standard 5 – Personal Skills
5.0 Students will demonstrate personal skills needed for success in school, life and career.

ECC-5.1   Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning).

ECC-5.2   Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career.

ECC-5.3   Demonstrate appreciation of diversity in school, life and career settings (people who are different from one another, diverse personal beliefs and attitudes, changing roles of males and females, nontraditional occupations, stereotypes, biases, and cultural, intellectual, and environmental barriers).

ECC-5.4   Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings.

Standard 6 – Employability Skills
6.0 Students will demonstrate basic employability skills.

ECC-6.1   Create the basic components of a personal portfolio.

ECC-6.2   Demonstrate school, life and career self-management skills related to responsibility and work ethic (for example, attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).

ECC-6.3   Apply principles of technology and the concept of digital citizenship, including safe, legal, and responsible use of information and technology.

ECC-6.4   Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.

COMMON CORE STATE TECHNICAL LITERACY STANDARDS
Reading and Writing Standards for Literacy in Technical Subjects: Grades 6-8

The standards below begin at grade 6; standards for K-5 reading in technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details
> **6-8.RT.1** Cite specific textual evidence to support analysis of technical texts.
> **6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
> **6-8.RT.3** Follow precisely a multistep procedure when performing technical tasks.

Craft and Structure
> **6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context relevant to *grades 6-8 texts and topics*.
> **6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
> **6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas
> **6-8.RT.7** Integrate technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
> **6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
> **6-8.RT.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity
> **6-8.RT.10** By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently.

The standards below begin at grade 6; standards for K-5 writing in technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

6-8.WT.1 Write arguments focused on *discipline-specific content*.

    a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

    b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

    c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

    d. Establish and maintain a formal style.

    e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WT.2 Write informative/explanatory texts, including technical processes.

    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

    c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e. Establish and maintain a formal style and objective tone.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing
>   **6-8.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Reading

The grades 6-8 standards on the following pages define what students should understand and be able to do by the end of grade 8. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The grades 6-8 standards on the following pages define what students should understand and be able to do by the end of grade 8. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.