

Crosswalk of the Colorado Standards with the “Equivalent” ICAP (Individual Career & Academic Plan) Quality Indicators

(proposed by The Crosswalk Collaborative (C2) Project on ICAP within Graduation Guidelines)

*This is a working document of a partnership with CDE: Office of Postsecondary Readiness and CCCS/CTE Career & College Readiness Initiatives Department and does not represent the official position of State Board of Education or Colorado Commission on Higher Education.

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Colorado High School College and Career Readiness Standards		
Quality Indicator 1: Self- Awareness		
Definition: An understanding of how one’s unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams; including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.		
Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
Sub-Indicator 1: Students will demonstrate knowledge, understanding, and personal awareness of her/his individual talents, interests, hopes, dreams, and passions.	<p align="center">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p align="center">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.a Apply logical reasoning and analytical skills</p>	<p align="center">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p>

	<p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p>PWR.01.06.a Plan and prioritize goals</p> <p>PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p>	<p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p> <p style="text-align: center;">VISUAL ARTS</p> <p>Standard 3: Invent and Discover to Create</p> <p>High School GLE 3.1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.</p>
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	<p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	
<p>Sub-Indicator 2: Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.f Discern bias, pose questions, marshal evidence, and present solutions</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p> <p>PWR.02.07.g Attend to personal health and wellness</p>	<p style="text-align: center;">COMPREHENSIVE HEALTH</p> <p>Standard 3: Emotion and Social Wellness in Health</p> <p>High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 4: Research and Reasoning</p> <p>9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p> <p>11th Grade GLE 4.2: Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence.</p>

<p>Sub-Indicator 3: Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>Standard 3: Emotional and Social Wellness in Physical Education</p> <p>High School GLE 3.2: Demonstrate collaboration, cooperation, and leadership skills</p> <p style="text-align: center;">COMPREHENSIVE HEALTH</p> <p>Standard 1: Physical and Personal Wellness in Health</p> <p>High School GLE 1.6: Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly.</p> <p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 1: Oral Expression and Listening</p> <p>9th Grade GLE 1.1: Oral presentations require effective preparation strategies</p> <p>10th Grade GLE 1.1: Content that is gathered carefully and organized well successfully influences an audience.</p> <p>11th Grade GLE 1.1: Verbal and nonverbal cues impact the intent of communication.</p>
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12th Grade GLE 1.1: Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness.

Standard 3: Writing and Composition

9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.

9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.

10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.

10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.

11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.

11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for

		<p>grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
Quality Indicator 2: Career Awareness		
<p>Definition: An understanding of the difference between jobs, occupations, and careers and the impact this might have on one’s career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.</p>		
Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
<p>Sub-Indicator 1: Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas</p> <p>AND</p> <p>Sub-Indicator 2:</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.e Employ standard English language properly and fluently in</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p>

<p>Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options.</p>	<p>reading, writing, listening, and speaking</p> <p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p>Collaboration</p> <p>PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.01.f Discern bias, pose questions, marshal evidence, and present solutions</p>	<p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p> <p>Standard 4: Research and Reasoning</p> <p>9th Grade GLE 4.1: Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for</p>
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	<p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Civic Responsibility PWR.02.02.c Provide citations for resources</p>	<p>answering research questions.</p> <p>10th Grade GLE 4.1: Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions.</p> <p>11th Grade GLE 4.1: Self-designed research provides insightful information, conclusions, and possible solutions.</p> <p>12th Grade GLE 4.1: Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.</p>
<p>Sub-Indicator 3: Students will demonstrate an understanding of the economic influences and impact on career pathways in which they are interested.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Standard 3: Economics</p> <p>High School GLE 3.5: Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL).</p>

	<p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas</p> <p>PWR.01.02.a Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.07.f Demonstrate awareness of and <u>evaluate</u> career options</p>	
<p>Sub-Indicator 4: Students will demonstrate the necessary mindsets and behaviors that support an understanding of how the whole self-influences career awareness.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.f Discern bias, pose questions, marshal evidence, and present solutions</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p>	

	SELF-DIRECTION	
	Personal Responsibility PWR.01.06.a Plan and prioritize goals PWR.02.07.g Attend to personal health and wellness	

Quality Indicator 3: Postsecondary Aspirations

Definition: Participation in career exploration activities centered on students’ passions, interests, dreams, visions of their future-self, and perceived options.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
Sub-Indicator 1: Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.	<p style="text-align: center;">INFORMATION LITERACY</p> Find and Use Information & IT PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information <p style="text-align: center;">CRITICAL THINKING</p> Critical Thinking & Problem Solving PWR.02.07.f Demonstrate awareness of and evaluate career options <p style="text-align: center;">COLLABORATION</p> Communication PWR.01.01.d	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p style="text-align: center;">Standard 1: Oral Expression and Listening</p> <p>9th Grade GLE 1.1: Oral presentations require effective preparation strategies</p> <p>10th Grade GLE 1.1: Content that is gathered carefully and organized well successfully influences an audience.</p> <p>11th Grade GLE 1.1: Verbal and nonverbal cues impact the intent of communication.</p> <p>12th Grade GLE 1.1: Effective speaking in</p>

	<p>Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p>PWR.01.06.a Plan and prioritize goals</p> <p>PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">SELF DIRECTION</p> <p>Civic Responsibility PWR.01.04.d</p>	<p>formal and informal settings requires appropriate use of methods and audience awareness.</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence,</p>
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	<p>Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of civic responsibility</p>	<p>structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
<p>Sub-Indicator 2: Students will develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p>	

	<p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Civic Responsibility PWR.01.04.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of civic responsibility</p>	
<p>Sub-Indicator 3: Students will demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p style="text-align: center;">INVENTION</p> <p>Creativity & Innovation PWR 02.03.b Generate, evaluate, and implement new ideas and novel approaches</p> <p style="padding-left: 40px;"><u>ESSK.03.01</u> Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate). <u>ESSK.03.01.g</u> Generate new and creative ideas to solve problems by brainstorming possible solutions <u>ESK.03.01.j</u> Identify alternatives using a variety of</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 1: Oral Expression and Listening</p> <p><u>9th Grade GLE 1.1:</u> Oral presentations require effective preparation strategies</p> <p><u>10th Grade GLE 1.1:</u> Content that is gathered carefully and organized well successfully influences an audience.</p> <p><u>11th Grade GLE 1.1:</u> Verbal and nonverbal cues impact the intent of communication.</p> <p><u>12th Grade GLE 1.1:</u> Effective speaking in formal and informal settings requires appropriate use of methods and audience</p>

	<p>problem solving and critical thinking skills</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p>PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas</p> <p>PWR.02.01.f Discern bias, pose questions, marshal evidence, and present solutions</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	<p>awareness.</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive,</p>
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		<p>academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
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Quality Indicator 4: Postsecondary Options

Definition: The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
<p>Sub-Indicator 1: Students will develop self-awareness of their personal motivations, abilities, limitations, interests, and skills and <u>apply these to career options and selections.</u></p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>Collaboration PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p>	<p style="text-align: center;">COMPREHENSIVE HEALTH</p> <p>Standard 3: Emotion and Social Wellness in Health</p> <p>High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 4: Research and Reasoning</p> <p>9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p> <p>11th Grade GLE 4.2: Evaluating quality reasoning includes the value of intellectual</p>

	<p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving</p> <p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p>PWR.02.01.f Discern bias, pose questions, marshal evidence, and present solutions</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility</p> <p>PWR.02.06.b Manage time effectively</p> <p>PWR.02.06.c Take initiative, and follow through</p> <p>PWR.02.06.d Learn from instruction and criticism</p> <p>PWR.02.06.e</p>	<p>character such as humility, empathy, and confidence.</p> <p style="text-align: center;">VISUAL ARTS</p> <p>Standard 3: Invent and Discover to Create</p> <p>High School GLE 3.1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.</p>
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	<p>Take responsibility for completion of work</p> <p>PWR.02.06.f Act with maturity, civility, and politeness</p> <p>PWR.02.06.g Demonstrate flexibility and adaptability</p> <p>PWR.02.07.a Balance self-advocacy with the consideration of others</p> <p>PWR.02.07.c Behave honestly and ethically</p> <p>PWR.02.07.d Take responsibility for actions</p> <p>PWR.02.09.b Acknowledge authority and take direction</p> <p>Civic Responsibility PWR.01.04.d Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of civic responsibility</p>	
<p>Sub-Indicator 2: Students will demonstrate their knowledge through a</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p>

<p>written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals.</p> <p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p>	<p>questions being researched</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving</p> <p>PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas</p> <p>PWR.01.02.a Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate</p> <p>PWR.02.01.e Evaluate the credibility and relevance of information, ideas, and arguments</p> <p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility</p> <p>PWR.01.06.a Plan and prioritize goals</p> <p>Civic Responsibility</p> <p>PWR.01.04.d</p>	<p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English</p>
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	<p>Understand how government works in the United States and in other countries, the varying roles individuals may play in society, and the nature of civic responsibility (ACE) ESSK.11.04.b Demonstrate an understanding of the importance of volunteerism and giving back to the community, on both the personal and corporate levels</p>	<p>conventions effectively communicate to targeted audiences and purposes.</p> <p style="text-align: center;">SOCIAL STUDIES</p> <p>Standard 3: Economics</p> <p>High School GLE 3.5: Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL).</p> <p>High School GLE 3.6: The components of personal credit to manage credit and debt(PFL).</p>
<p>Sub-Indicator 3: Students will understand and apply the self-management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 1: Oral Expression and Listening</p> <p>9th Grade GLE 1.1: Oral presentations require effective preparation strategies</p> <p>10th Grade GLE 1.1: Content that is gathered carefully and organized well successfully influences an audience.</p> <p>11th Grade GLE 1.1: Verbal and nonverbal cues impact the intent of communication.</p>

	<p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p>Collaboration PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving CRITICAL THINKING PWR.01.02.a Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate</p> <p>PWR.02.01.a</p>	<p>12th Grade GLE 1.1: Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness.</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p>
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	<p>Apply logical reasoning and analytical skills</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p> <p>PWR.02.01.e Evaluate the credibility and relevance of information, ideas, and arguments</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Civic Responsibility PWR.02.02.c Provide citations for resources</p>	<p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
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Quality Indicator 5: Environmental Expectations		
<p>Definition: An ecological system in which school, family, community, culture, and world view influence the students' career development and post-secondary plans.</p>		
Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards

<p>Sub-Indicator 1: Students will demonstrate, in written or other creative form, how their academic environmental resources influence their career choice.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p>PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.01.02.a Think critically, analyze evidence, read graphs, understand</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive,</p>
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	<p>logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.01.e Evaluate the credibility and relevance of information, ideas, and arguments</p> <p>PWR.01.04.b Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p> <p>Civic Responsibility PWR.02.02.c Provide citations for resources</p>	<p>academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p> <p style="text-align: center;">NEXT GENERATION SCIENCE STANDARDS</p> <p><u>HS-ETS1 Engineering Design</u></p> <p>ET. HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a</p>
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		<p>complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>
<p>Sub-Indicator 2: Students will actively <u>participate in extra-curricular activities</u> in order to decrease the likelihood of engaging in risky behaviors while demonstrating behavior that positively impacts post-secondary and career options.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p>PWR.02.08.c Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p> <p>PWR.02.06.b Manage time effectively</p> <p>PWR.02.06.c</p>	<p style="text-align: center;">COMPREHENSIVE HEALTH</p> <p>Standard 1: Physical and Personal Wellness in Health</p> <p><u>High School GLE 1.6:</u> Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly.</p>

	<p>Take initiative, and follow through</p> <p>PWR.02.06.d Learn from instruction and criticism</p> <p>PWR.02.06.e Take responsibility for completion of work</p> <p>PWR.02.06.f Act with maturity, civility, and politeness</p> <p>PWR.02.06.g Demonstrate flexibility and adaptability</p> <p>PWR.02.07.c Behave honestly and ethically</p> <p>PWR.02.07.d Take responsibility for actions</p> <p>PWR.02.07.g Attend to personal health and wellness</p> <p>PWR.02.09.b Acknowledge authority and take direction</p>	
<p>Sub-Indicator 3: Students will understand how values and beliefs within multiple environments (school, home, and community) influence</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p>

<p>future career and other postsecondary options.</p>	<p>PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.01.f Discern bias, pose questions, marshal evidence, and present Solutions</p> <p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p>	<p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p> <p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
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Quality Indicator 6: Academic Planning

Definition: The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
<p>Sub-Indicator 1: Students will demonstrate the academic discipline mindsets and behaviors for successful course completion (<i>academic discipline</i> includes organization, planning, and effort).</p>	<p align="center">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.01.02.d Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life</p> <p align="center">COLLABORATION</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p align="center">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p> <p>PWR.02.06.b Manage time effectively</p> <p>PWR.02.06.c Take initiative, and follow through</p> <p>PWR.02.06.d</p>	<p align="center">COMPREHENSIVE HEALTH</p> <p>Standard 3: Emotional and Social Wellness in Health</p> <p>High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success</p> <p>Standard 4: Prevention and Risk Management in Health</p> <p>High School GLE 4.5: Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence.</p> <p>High School GLE 4.9: Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.</p>

	<p>Learn from instruction and criticism</p> <p>PWR.02.06.e Take responsibility for completion of work</p> <p>PWR.02.07.d Take responsibility for actions</p>	
<p>Sub-Indicator 2: Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p>	<p style="text-align: center;">PHYSICAL EDUCATION</p> <p>Standard 3: Emotional and Social Wellness in Physical Education</p> <p>High School GLE 3.2: Demonstrate collaboration, cooperation, and leadership skills</p> <p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 4: Research and Reasoning</p> <p>9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p> <p>11th Grade GLE 4.2: Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence.</p>

	SELF-DIRECTION	
	Personal Responsibility PWR.01.06.a Plan and prioritize goals	
Sub-Indicator 3: Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment.	<p style="text-align: center;">CRITICAL THINKING</p> Critical Thinking & Problem Solving PWR.02.07.f Demonstrate awareness of and evaluate career options	COMPREHENSIVE HEALTH
	<p style="text-align: center;">SELF-DIRECTION</p> Personal Responsibility PWR.01.06.a Plan and prioritize goals	Standard 3: Emotional and Social Wellness in Health High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success

Quality Indicator 7: Employability Skills		
Definition: To define, develop, and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.		
Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
Sub-Indicator 1: Students will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field.	<p style="text-align: center;">COLLABORATION</p> Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences PWR.02.08.a Read, write, listen and speak effectively	READING, WRITING, AND COMMUNICATING Standard 4: Research and Reasoning 9th Grade GLE 4.1: Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions.

	<p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	<p>10th Grade GLE 4.1: Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions.</p> <p>11th Grade GLE 4.1: Self-designed research provides insightful information, conclusions, and possible solutions.</p> <p>12th Grade GLE 4.1: Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.</p>
<p>Sub-Indicator 2: Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p>Collaboration PWR.02.04.b Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p>PWR.02.08.c</p>	<p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 1: Oral Expression and Listening</p> <p>9th Grade GLE 2.2: Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention</p> <p>10th Grade GLE 2.2: Effectively operating in small and large groups to accomplish a goal requires active listening</p> <p>11th Grade GLE 2.2: Validity of a message is</p>

	<p>Communicate and interact effectively with people who have different primary languages</p> <p>PWR.02.09.a Work effectively with others</p> <p>PWR.02.09.c Cooperate for a common purpose</p> <p>PWR.02.09.d Use teamwork and leadership skills effectively</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility</p> <p>PWR.02.06.b Manage time effectively</p> <p>PWR.02.06.c Take initiative, and follow through</p> <p>PWR.02.06.e Take responsibility for completion of work</p> <p>PWR.02.06.f Act with maturity, civility, and politeness</p> <p>PWR.02.06.g Demonstrate flexibility and adaptability</p> <p>PWR.02.07.a</p>	<p>determined by its accuracy and relevance</p> <p>12th Grade GLE 2.2: Effective collaborative groups accomplish goals</p>
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	<p>Balance self-advocacy with the consideration of others</p> <p>PWR.02.09.b Acknowledge authority and take direction</p>	
<p>Sub-Indicator 3: Students will articulate the ways in which they are developing essential employability skills.</p>	<p style="text-align: center;">COLLABORATION</p> <p>Communication PWR.01.01.d Write clearly and coherently for a variety of purposes and audiences</p> <p>PWR.02.08.a Read, write, listen and speak effectively</p> <p>PWR.02.08.b Construct clear, coherent, and persuasive arguments</p> <p>PWR.01.01.e Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p> <p>PWR.02.07.f</p>	<p style="text-align: center;">COMPREHENSIVE HEALTH</p> <p>Standard 3: Emotional and Social Wellness in Health</p> <p>High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p style="text-align: center;">READING, WRITING, AND COMMUNICATING</p> <p>Standard 3: Writing and Composition</p> <p>9th Grade GLE 3.2: Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</p> <p>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</p> <p>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</p>

	<p>Demonstrate awareness of and evaluate career options</p>	<p>10th grade GLE 3.3: Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</p> <p>11th Grade GLE 3.2: Elements of informational and persuasive texts can be refined to inform or influence an audience.</p> <p>11th Grade GLE 3.3: Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</p> <p>12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</p> <p>12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.</p>
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Quality Indicator 8: Personal Financial Literacy

Definition: Having an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
Sub-Indicator 1: Students will	CRITICAL THINKING Critical Thinking & Problem Solving	SOCIAL STUDIES

<p>demonstrate the ability to recognize financial aid vocabulary and know what options are available to pay for postsecondary options.</p>	<p>PWR.01.02.d Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life</p> <p>PWR.02.01.a Apply logical reasoning and analytical skills</p> <p>PWR.02.07.b Possess financial literacy and awareness of consumer economics</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	<p>Standard 3: Economics</p> <p>High School GLE 3.1: Productive resources - natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources.</p> <p>High School GLE 3.4: Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL).</p>
<p>Sub-Indicator 2: Students will demonstrate by the beginning of 11th grade, knowledge of specific financial options available to them through the State of Colorado in order to pursue their postsecondary options.</p>	<p style="text-align: center;">INFORMATION LITERACY</p> <p>Find and Use Information & IT PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p>PWR.01.01.d Access and use primary and secondary sources to explain questions being researched</p> <p style="text-align: center;">CRITICAL THINKING</p> <p>Critical Thinking & Problem Solving PWR.02.01.e Evaluate the credibility and relevance of information, ideas, and arguments</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Standard 3: Economics</p> <p>High School GLE 3.1: Productive resources - natural, human, capital- are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources.</p> <p>High School GLE 3.4: Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL).</p> <p style="text-align: center;">COMPREHENSIVE HEALTH</p>

	<p>PWR.02.07.e Understand the relevance of learning to postsecondary and workforce readiness</p> <p>PWR.02.07.f Demonstrate awareness of and evaluate career options</p> <p>PWR.01.02.d Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life</p> <p style="text-align: center;">SELF-DIRECTION</p> <p>Personal Responsibility PWR.01.06.a Plan and prioritize goals</p>	<p>Standard 3: Emotional and Social Wellness in Health</p> <p>High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p>
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