

# Technology Literacy

## Standards

ISTE Standard #2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE Standard # 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Research and educate others about the importance of digital citizenship, safety and responsibility when using technology.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Critique a variety of digital presentations to evaluate clear communication and proper use of technology</li> <li>• Using technology, develop a plan to promote safe and responsible technology use.</li> <li>• Predict what may happen when technology is misused</li> </ul>
2.0	<p>Students will recognize or recall specific vocabulary, including: attachment, e-mail, browser, Microsoft PowerPoint, Microsoft Word, Digital Applications, technology, digital citizenship</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to send an email with a document attachment.</li> <li>• Demonstrate how to create a digital presentation.</li> <li>• Describe the importance of safety and responsibility when using technology.</li> </ul>
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.0	Even with help, no success

# Employability Skills & Career Exploration

## Standards

NBEA Standard 1. Self-Awareness Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

CTE Redesign #4 Postsecondary Exploration: Students shall engage in activities to explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience.

### NFCS Standard

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Investigate a career path of interest and assess your personal employability skills in relation to that career path.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Assess personal skills, abilities, aptitudes, personal strengths and weaknesses as they relate to career exploration and development.</li> <li>Critique employability skills in school, community and workplace settings.</li> <li>Investigate realistic postsecondary education/training options based on career interests and skills</li> </ul>
2.0	<p>Students will recognize or recall specific vocabulary, including: Resume, Interview, Career, Salary vs. Hourly, Employer, Taxes, Entrepreneur, Postsecondary</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Summarize personal strengths and weaknesses.</li> <li>Identify positive and negative traits of an employee and employer.</li> <li>Determine career paths that correspond with your strengths, weaknesses, interests, and future goals.</li> </ul>
1.0	<p>With help, partial success at score 2.0 content and score 3.0 content</p>
0.0	<p>Even with help, no success</p>

# Financial Literacy

## Standards

### Iowa Core 21.3–5.FL.1

Create long and short-term goals based on a prioritization of wants and needs.

NBEA Standard #3: Develop and evaluate a spending/savings plan.

4.0	Students will be able to: <ul style="list-style-type: none"><li>• Take a position on and defend financial decisions.</li></ul>
3.0	Students will be able to: <ul style="list-style-type: none"><li>• Create long and short-term goals based on wants and needs.</li><li>• Evaluate how your income level can influence your standard of living.</li></ul>
2.0	Students will recognize or recall specific vocabulary, including: budget, savings, want, need, checking, debit, credit Students will be able to: <ul style="list-style-type: none"><li>• Identify and explain the difference between wants and needs.</li><li>• Explain why budgeting is important.</li><li>• Determine the benefits of paying yourself first.</li></ul>
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.0	Even with help, no success

# Health Literacy

## Standards

N.14.1 – Analyze factors that influence nutrition and wellness practices across the life span.

NHS Standard #7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

4.0	Students will be able to: <ul style="list-style-type: none"><li>• Develop a strategy to reduce stress in your life and describe how the plan will impact your health and relationships with others.</li></ul>
3.0	Students will be able to: <ul style="list-style-type: none"><li>• Compare and contrast positive and negative stress management strategies and how they can impact health.</li><li>• Analyze factors that influence wellness practices across the lifespan.</li></ul>
2.0	Students will recognize or recall specific vocabulary, including: stressor, stress, health, nutrition, addiction, mental illness, coping Students will be able to: <ul style="list-style-type: none"><li>• Identify stress and stress relievers.</li><li>• Identify risky behaviors and practice healthy choices.</li><li>• Recognize that personal behaviors influence an individual's well-being.</li><li>• Identify ways to be healthy.</li></ul>
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.0	Even with help, no success