# 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.

Questions concerning this document may be directed to Lauren.jones@cccs.edu or Robin Russel russel r@cde.state.co.us

# **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	INFORMATION LITERACY Find and Use Information & IT  PWR.01.01.d  Access and use primary and secondary sources to explain questions being researched  PWR.02.02.a	READING, WRITING, AND COMMUNICATING  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
talents, interests, hopes, dreams, and passions.	Select, integrate, and apply appropriate technology to access and evaluate new information  CRITICAL THINKING  Critical Thinking & Problem Solving PWR.02.01.a  Apply logical reasoning and analytical skills	<ul> <li>9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</li> <li>10th Grade GLE 3.2: Organizational writing patterns inform or persuade an audience.</li> </ul>

PWR.02.07.f

Demonstrate awareness of and evaluate career options

#### COLLABORATION

#### Communication

PWR.01.01.d

Write clearly and coherently for a variety of purposes and audiences

PWR.01.01.e

Employ standard English language properly and fluently in reading, writing, listening, and speaking

#### Collaboration

PWR.02.04.b

Interact effectively with and respect the diversity of different individuals, groups, and cultures

PWR.01.06.a

Plan and prioritize goals

PWR.02.08.c

Communicate and interact effectively with people who have different primary languages

PWR.02.09.a

Work effectively with others

PWR.02.09.c

Cooperate for a common purpose

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

<u>11th Grade GLE 3.2:</u> 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 grammar, usage, mechanics, and clarity.

12th Grade GLE 3.2: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.

**12th Grade GLE 3.3:** Standard English conventions effectively communicate to targeted audiences and purposes.

#### **VISUAL ARTS**

**Standard 3: Invent and Discover to Create** 

<u>High School GLE 3.1:</u> Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.

	PWR.02.09.d	
	Use teamwork and leadership skills effectively	
	, and the same same same same same same same sam	
	SELF-DIRECTION	
	Personal Responsibility	
	PWR.01.06.a	
	Plan and prioritize goals	
Sub-Indicator 2:	COLLABORATION	COMPREHENSIVE HEALTH
Students will	Collaboration	
demonstrate personal	PWR.02.04.b	Standard 3: Emotion and Social Wellness in
understanding of how	Interact effectively with and respect the diversity of different	Health
their mindsets and	individuals, groups, and cultures	
behaviors impact their		High School GLE 3.2: Set goals, and monitor
personal learning	CRITICAL THINKING	progress on attaining goals for future success.
styles, self-	Critical Thinking & Problem Solving	
management, and	PWR.02.01.f	
social skills.	Discern bias, pose questions, marshal evidence, and present	
	solutions	READING, WRITING, AND COMMUNICATING
	PWR.02.07.e	Standard 4: Research and Reasoning
	Understand the relevance of learning to postsecondary and	
	workforce readiness	9th Grade GLE 4.2: Effective problem-solving
		strategies require high-quality reasoning.
	SELF-DIRECTION	
	Personal Responsibility	11th Grade GLE 4.2: Evaluating quality
	PWR.01.06.a	reasoning includes the value of intellectual
	Plan and prioritize goals	character such as humility, empathy, and
	DWD 02 07 -	confidence.
	PWR.02.07.g	
	Attend to personal health and wellness	

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

cues impact the intent of communication.

<u>12th Grade GLE 1.1:</u> 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.

<u>10th Grade GLE 3.2:</u> 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.

<u>11th Grade GLE 3.2:</u> 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

	grammar, usage, mechanics, and clarity.  12th Grade GLE 3.2: Ideas, evidence,
	structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.
	<u>12th Grade GLE 3.3:</u> Standard English conventions effectively communicate to targeted audiences and purposes.
Quality Indicator 2: Career Awareness	

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.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards
Sub-Indicator 1:	INFORMATION LITERACY	READING, WRITING, AND COMMUNICATING
Students will demonstrate knowledge,	Find and Use Information & IT PWR.01.01.d	Standard 3: Writing and Composition
understanding, and personal awareness	Access and use primary and secondary sources to explain questions being researched	9 <sup>th</sup> Grade GLE 3.2: Informational and persuasive texts develop a topic and establish
about career pathways available in local, regional,	PWR.02.02.a Select, integrate, and apply appropriate technology to access and evaluate new information	a controlling idea or thesis with relevant support.
national and global	and evaluate new information	9th Grade GLE 3.3: Writing for grammar,
arenas		usage, mechanics, and clarity requires ongoing
AND	COLLABORATION Communication	refinements and revisions.
Sub-Indicator 2:	PWR.01.01.e Employ standard English language properly and fluently in	<b>10th Grade GLE 3.2:</b> Organizational writing patterns inform or persuade an audience.

Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options.

reading, writing, listening, and speaking

PWR.02.08.a

Read, write, listen and speak effectively

PWR.02.08.b

Construct clear, coherent, and persuasive arguments

#### Collaboration

PWR.02.08.c

Communicate and interact effectively with people who have different primary languages

PWR.02.09.a

Work effectively with others

PWR.02.09.c

Cooperate for a common purpose

PWR.02.09.d

Use teamwork and leadership skills effectively

#### **CRITICAL THINKING**

# **Critical Thinking & Problem Solving**

PWR.02.01.a

Apply logical reasoning and analytical skills

PWR.02.01.f

Discern bias, pose questions, marshal evidence, and present solutions

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

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

<u>11th Grade GLE 3.3:</u> Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.

**12th Grade GLE 3.2**: Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.

<u>12th Grade GLE 3.3:</u> Standard English conventions effectively communicate to targeted audiences and purposes.

# Standard 4: Research and Reasoning

**9**<sup>th</sup> **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.
	PWR.02.07.f	
	Demonstrate awareness of and evaluate career options	10 <sup>th</sup> Grade GLE 4.1: Collect, analyze, and
		evaluate information obtained from multiple
	SELF-DIRECTION	sources to answer a question, propose
	Civic Responsibility	solutions, or share findings and conclusions.
	PWR.02.02.c	
	Provide citations for resources	11 <sup>th</sup> Grade GLE 4.1: Self-designed research
		provides insightful information, conclusions,
		and possible solutions.
		12th Grade GLE 4.1: Independent research
		designs articulate and defend information,
		conclusions, and solutions that address
		specific contexts and purposes.
		specific contexts and purposes.
Sub-Indicator 3:	INFORMATION LITERACY	
Students will	Find and Use Information & IT	
demonstrate an	PWR.01.01.d	SOCIAL STUDIES
understanding of the	Access and use primary and secondary sources to explain	3331123133123
economic influences	questions being researched	Standard 3: Economics
and impact on career	questions being researched	Standard 3. Economics
pathways in which	PWR.02.02.a	High School GLE 3.5: Analyze strategic
they are interested.	Select, integrate, and apply appropriate technology to access	spending, saving, and investment options to
they are interested.	and evaluate new information	achieve the objectives of diversification,
	and evaluate new information	liquidity, income, and growth (PFL).
	COLLABORATION	inquidity, income, and growth (PFL).
	Communication	
	PWR.01.01.b	
	Interpret sources, and evaluate evidence and competing ideas	

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	CRITICAL THINKING Critical Thinking & Problem Solving PWR.01.01.b Interpret sources, and evaluate evidence and competing ideas	
	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	
	PWR.02.01.a Apply logical reasoning and analytical skills	
	PWR.02.07.f Demonstrate awareness of and <u>evaluate</u> career options	
Sub-Indicator 4:	COLLABORATION	
Students will	Collaboration	
demonstrate the	PWR.02.04.b	
necessary mindsets	Interact effectively with and respect the diversity of different	
and behaviors that	individuals, groups, and cultures	
support an		
understanding of how	CRITICAL THINKING	
the whole self- influences career	Critical Thinking & Problem Solving PWR.02.01.f	
awareness.	Discern bias, pose questions, marshal evidence, and present	
awai ciicss.	solutions	
	PWR.02.07.e	
	Understand the relevance of learning to postsecondary and	
	workforce readiness	

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

Write clearly and coherently for a variety of purposes and audiences

PWR.01.01.e

Employ standard English language properly and fluently in reading, writing, listening, and speaking

#### Collaboration

PWR.02.04.b

Interact effectively with and respect the diversity of different individuals, groups, and cultures

PWR.01.06.a

Plan and prioritize goals

PWR.02.08.c

Communicate and interact effectively with people who have different primary languages

PWR.02.09.a

Work effectively with others

PWR.02.09.c

Cooperate for a common purpose

PWR.02.09.d

Use teamwork and leadership skills effectively

#### SELF DIRECTION

# **Civic Responsibility**

PWR.01.04.d

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 grammar, usage, mechanics, and clarity. **12th Grade GLE 3.2:** Ideas, evidence,

	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	structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.
		12th Grade GLE 3.3: Standard English conventions effectively communicate to
		targeted audiences and purposes.
Sub-Indicator 2:	INFORMATION LITERACY	
Students will develop	Find and Use Information & IT	
mentoring	PWR.01.01.d	
relationships with at	Access and use primary and secondary sources to explain	
least one member of	questions being researched	
their community that		
represents a job	COLLABORATION	
within their identified	Communication	
career pathway.	PWR.01.01.d	
	Write clearly and coherently for a variety of purposes and audiences	
	PWR.01.01.e	
	Employ standard English language properly and fluently in	
	reading, writing, listening, and speaking	
	Collaboration PWR.02.04.b	
	Interact effectively with and respect the diversity of different individuals, groups, and cultures	

	CRITICAL THINKING	
	Critical Thinking & Problem Solving	
	PWR.02.07.f	
	Demonstrate awareness of and evaluate career options	
	SELF-DIRECTION	
	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	
Sub-Indicator 3:	INFORMATION LITERACY	READING, WRITING, AND COMMUNICATING
Students will	Find and Use Information & IT	
demonstrate	PWR.01.01.d	Standard 1: Oral Expression and Listening
knowledge and	Access and use primary and secondary sources to explain	
understanding of how	questions being researched	<b>9</b> <sup>th</sup> <b>Grade GLE 1.1:</b> Oral presentations require
their dreams and		effective preparation strategies
interests translate into	INVENTION	
career fulfillment.	Creativity & Innovation	<b>10th Grade GLE 1.1</b> : Content that is gathered
	PWR 02.03.b	carefully and organized well successfully
	Generate, evaluate, and implement new ideas and novel	influences an audience.
	approaches	11th Crade CLE 1 1. Verbal and required
	ESSK.03.01 Employ critical thinking skills independently	11th Grade GLE 1.1: Verbal and nonverbal
	and in teams to solve problems and make decisions	cues impact the intent of communication.
	(e.g., analyze, synthesize and evaluate).	13th Grade CLE 1 1. Effective speaking in
	ESSK.03.01.g Generate new and creative ideas to solve problems by brainstorming possible solutions	12th Grade GLE 1.1: Effective speaking in formal and informal settings requires
	ESK.03.01.j Identify alternatives using a variety of	appropriate use of methods and audience
	ESK.05.01.1 Identity afternatives using a variety of	appropriate use or methods and addience

problem solving and critical thinking skills

#### **CRITICAL THINKING**

# **Critical Thinking & Problem Solving**

PWR.02.07.f

Demonstrate awareness of and evaluate career options

PWR.01.01.b

Interpret sources, and evaluate evidence and competing ideas

PWR.02.01.f

Discern bias, pose questions, marshal evidence, and present solutions

#### **COLLABORATION**

### Communication

PWR.01.01.d

Write clearly and coherently for a variety of purposes and audiences

# **SELF-DIRECTION**

# **Personal Responsibility**

PWR.01.06.a

Plan and prioritize goals

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.

<u>9th Grade GLE 3.3:</u> 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.

<u>11th Grade GLE 3.2:</u> 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 grammar, usage, mechanics, and clarity.

**12th Grade GLE 3.2**: Ideas, evidence, structure, and style create persuasive,

	academic, and technical texts for particular audiences and specific purposes.
	12th Grade GLE 3.3: Standard English conventions effectively communicate to targeted audiences and purposes.

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

PWR.02.09.a

Work effectively with others

PWR.02.09.c

Cooperate for a common purpose

PWR.02.09.d

Use teamwork and leadership skills effectively

#### **CRITICAL THINKING**

# **Critical Thinking & Problem Solving**

PWR.02.07.f

Demonstrate awareness of and evaluate career options

PWR.02.01.f

Discern bias, pose questions, marshal evidence, and present solutions

### **SELF-DIRECTION**

# **Personal Responsibility**

PWR.02.06.b

Manage time effectively

PWR.02.06.c

Take initiative, and follow through

PWR.02.06.d

Learn from instruction and criticism

PWR.02.06.e

character such as humility, empathy, and confidence.

#### **VISUAL ARTS**

### **Standard 3: Invent and Discover to Create**

<u>High School GLE 3.1:</u> Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.

	Take responsibility for completion of work	
	PWR.02.06.f Act with maturity, civility, and politeness	
	PWR.02.06.g Demonstrate flexibility and adaptability	
	PWR.02.07.a Balance self-advocacy with the consideration of others	
	PWR.02.07.c Behave honestly and ethically	
	PWR.02.07.d Take responsibility for actions	
	PWR.02.09.b Acknowledge authority and take direction	
	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	
Sub-Indicator 2:	INFORMATION LITERACY	READING, WRITING, AND COMMUNICATING
Students will	Find and Use Information & IT	Standard 2. Weiting and Commonities
demonstrate their knowledge through a	PWR.01.01.d Access and use primary and secondary sources to explain	Standard 3: Writing and Composition

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.

PWR.02.08.a Read, write, listen and speak effectively PWR.02.08.b Construct clear, coherent, and persuasive arguments questions being researched

PWR.02.02.a

Select, integrate, and apply appropriate technology to access and evaluate new information

#### **CRITICAL THINKING**

### **Critical Thinking & Problem Solving**

PWR.01.01.b

Interpret sources, and evaluate evidence and competing ideas

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

PWR.02.01.e

Evaluate the credibility and relevance of information, ideas, and arguments

PWR.02.07.f

Demonstrate awareness of and evaluate career options

#### SELF-DIRECTION

# **Personal Responsibility**

PWR.01.06.a

Plan and prioritize goals

**Civic Responsibility** 

PWR.01.04.d

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

<u>9th Grade GLE 3.3:</u> 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.

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

<u>11th Grade GLE 3.2:</u> 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 grammar, usage, mechanics, and clarity.

<u>12th Grade GLE 3.2:</u> Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.

**12th Grade GLE 3.3:** Standard English

	Understand how government works in the United States and in	conventions effectively communicate to
	other countries, the varying roles individuals may play in	targeted audiences and purposes.
	society, and the nature of civic responsibility	
	(ACE) ESSK.11.04.b	SOCIAL STUDIES
	Demonstrate an understanding of the importance of	
	volunteerism and giving back to the community, on	Standard 3: Economics
	both the personal and corporate levels	
		High School GLE 3.5: Analyze strategic
		spending, saving, and investment options to
		achieve the objectives of diversification,
		liquidity, income, and growth (PFL).
		High School GLE 3.6: The components of
		personal credit to manage credit and
		debt(PFL).
		,
Sub-Indicator 3:	INFORMATION LITERACY	
Students will	PWR.02.02.a	READING, WRITING, AND COMMUNICATING
understand and apply	Select, integrate, and apply appropriate technology to access	,
the self-management,	and evaluate new information	Standard 1: Oral Expression and Listening
academic, social skills,		, , , , , , , , , , , , , , , , , , ,
and behaviors	COLLABORATION	9 <sup>th</sup> Grade GLE 1.1: Oral presentations require
necessary to reach	Communication	effective preparation strategies
their optimal	PWR.01.01.d	
postsecondary	Write clearly and coherently for a variety of purposes and	<b>10th Grade GLE 1.1</b> : Content that is gathered
potential.	audiences	carefully and organized well successfully
		influences an audience.
	PWR.01.01.e	
	Employ standard English language properly and fluently in	11th Grade GLE 1.1: Verbal and nonverbal
	reading, writing, listening, and speaking	cues impact the intent of communication.

PWR.02.08.a

Read, write, listen and speak effectively

PWR.02.08.b

Construct clear, coherent, and persuasive arguments

#### Collaboration

PWR.02.08.c

Communicate and interact effectively with people who have different primary languages

PWR.02.09.a

Work effectively with others

PWR.02.09.c

Cooperate for a common purpose

PWR.02.09.d

Use teamwork and leadership skills effectively

### **CRITICAL THINKING**

# **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

PWR.02.01.a

<u>12th Grade GLE 1.1:</u> Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness.

### **Standard 3: Writing and Composition**

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

<u>9th Grade GLE 3.3:</u> 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.

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

Apply logical reasoning and analytical skills	11th Grade GLE 3.3: Writing demands
	ongoing revisions and refinements for
PWR.02.07.e	grammar, usage, mechanics, and clarity.
Understand the relevance of learning to postseco	ndary and
workforce readiness	12th Grade GLE 3.2: Ideas, evidence,
	structure, and style create persuasive,
PWR.02.01.e	academic, and technical texts for particular
Evaluate the credibility and relevance of informat	ion, ideas, audiences and specific purposes.
and arguments	
	<b>12th Grade GLE 3.3:</b> Standard English
SELF-DIRECTION	conventions effectively communicate to
Civic Responsibility	targeted audiences and purposes.
PWR.02.02.c	
Provide citations for resources	

# **Quality Indicator 5: Environmental Expectations**

Definition: An ecological system in which school, family, community, culture, and world view influence the students' career development and post-secondary plans.

Sub-Indicator	21st CENTURY SKILLS & PWR Standards	Colorado Academic Standards

Sub-Indicator 1:	INFORMATION LITERACY	READING, WRITING, AND COMMUNICATING
Students will	Find and Use Information & IT	
demonstrate, in	PWR.01.01.d	Standard 3: Writing and Composition
written or other	Access and use primary and secondary sources to explain	
creative form, how	questions being researched	9th Grade GLE 3.2: Informational and
their academic		persuasive texts develop a topic and establish
environmental	PWR.02.02.a	a controlling idea or thesis with relevant
resources influence	Select, integrate, and apply appropriate technology to access	support.
their career choice.	and evaluate new information	
		9th Grade GLE 3.3: Writing for grammar,
	COLLABORATION	usage, mechanics, and clarity requires ongoing
	Communication	refinements and revisions.
	PWR.01.01.d	
	Write clearly and coherently for a variety of purposes and	10th Grade GLE 3.2: Organizational writing
	audiences	patterns inform or persuade an audience.
		·
	PWR.01.01.e	10th grade GLE 3.3: Grammar, language
	Employ standard English language properly and fluently in	usage, mechanics, and clarity are the basis of
	reading, writing, listening, and speaking	ongoing refinements and revisions within the
	3, 3, 5,	writing process.
	PWR.02.08.a	
	Read, write, listen and speak effectively	11th Grade GLE 3.2: Elements of
		informational and persuasive texts can be
	PWR.02.08.b	refined to inform or influence an audience.
	Construct clear, coherent, and persuasive arguments	
		11th Grade GLE 3.3: Writing demands
		ongoing revisions and refinements for
	CRITICAL THINKING	grammar, usage, mechanics, and clarity.
	Critical Thinking & Problem Solving	
	PWR.01.02.a	12th Grade GLE 3.2: Ideas, evidence,
	Think critically, analyze evidence, read graphs, understand	structure, and style create persuasive,

logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate

PWR.02.01.a

Apply logical reasoning and analytical skills

PWR.02.01.e

Evaluate the credibility and relevance of information, ideas, and arguments

PWR.01.04.b

Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life

PWR.02.01.a

Apply logical reasoning and analytical skills

#### **SELF-DIRECTION**

# **Personal Responsibility**

PWR.01.06.a

Plan and prioritize goals

# **Civic Responsibility**

PWR.02.02.c

Provide citations for resources

academic, and technical texts for particular audiences and specific purposes.

<u>12th Grade GLE 3.3:</u> Standard English conventions effectively communicate to targeted audiences and purposes.

#### **NEXT GENERATION SCIENCE STANDARDS**

# **HS-ETS1** Engineering Design

**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.

**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.

**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.

**HS-ETS1-4**. Use a computer simulation to model the impact of proposed solutions to a

		complex real-world problem with numerous
		criteria and constraints on interactions within
		and between systems relevant to the
C la Ladiana C	COLLABORATION	problem.
Sub-Indicator 2:	COLLABORATION	COMPREHENSIVE HEALTH
Students will actively	Collaboration	
participate in extra-	PWR.02.04.b	Standard 1: Physical and Personal Wellness in
curricular activities in	Interact effectively with and respect the diversity of different	Health
order to <b>decrease the</b>	individuals, groups, and cultures	
likelihood		High School GLE 1.6: Develop and maintain
of engaging in risky	PWR.02.08.c	the ongoing evaluation of factors that impact
behaviors while	Communicate and interact effectively with people who have	health, and modify lifestyle accordingly.
demonstrating	different primary languages	
behavior that		
positively impacts	PWR.02.09.a	
post-secondary and	Work effectively with others	
career options.		
	PWR.02.09.c	
	Cooperate for a common purpose	
	PWR.02.09.d	
	Use teamwork and leadership skills effectively	
	SELF-DIRECTION	
	Personal Responsibility	
	PWR.01.06.a	
	Plan and prioritize goals	
	PWR.02.06.b	
	Manage time effectively	
	,	
	PWR.02.06.c	

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

future career and other postsecondary options.

PWR.01.01.b

Interpret sources, and evaluate evidence and competing ideas

PWR.02.01.a

Apply logical reasoning and analytical skills

PWR.02.01.f

Discern bias, pose questions, marshal evidence, and present Solutions

PWR.02.07.f

Demonstrate awareness of and evaluate career options

<u>9th Grade GLE 3.3:</u> 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.

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

<u>11th Grade GLE 3.2:</u> 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 grammar, usage, mechanics, and clarity.

<u>12th Grade GLE 3.2:</u> Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.

<u>12th Grade GLE 3.3:</u> Standard English conventions effectively communicate to targeted audiences and purposes.

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

	Learn from instruction and criticism	
	DIA/D 02.0C -	
	PWR.02.06.e	
	Take responsibility for completion of work	
	PWR.02.07.d	
	Take responsibility for actions	
Sub-Indicator 2:	COLLABORATION	PHYSICAL EDUCATION
Students will	Communication	
demonstrate the	PWR.02.08.a	Standard 3: Emotional and Social Wellness in
necessary knowledge	Read, write, listen and speak effectively	Physical Education
of how the Colorado		
State Standards apply	PWR.02.08.b	High School GLE 3.2: Demonstrate
to their chosen future	Construct clear, coherent, and persuasive arguments	collaboration, cooperation, and leadership
career clusters and	Service of the particular particu	skills
any other	PWR.01.01.e	Similar
postsecondary options	Employ standard English language properly and fluently in	READING, WRITING, AND COMMUNICATING
they are interested in	reading, writing, listening, and speaking	READING, WRITING, AND COMMONICATING
	reading, writing, listering, and speaking	Standard 4. Research and Research
pursuing.	Collaboration	Standard 4: Research and Reasoning
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	PWR.02.04.b	9th Grade GLE 4.2: Effective problem-solving
	Interact effectively with and respect the diversity of different	strategies require high-quality reasoning.
	individuals, groups, and cultures	
		<b>11th Grade GLE 4.2</b> : Evaluating quality
	CRITICAL THINKING	reasoning includes the value of intellectual
	Critical Thinking & Problem Solving	character such as humility, empathy, and
	PWR.02.01.a	confidence.
	Apply logical reasoning and analytical skills	
	PWR.02.07.e	
	Understand the relevance of learning to postsecondary and	
	workforce readiness	
	1 Workforde reddiffess	

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

# **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	COLLABORATION	READING, WRITING, AND COMMUNICATING
demonstrate their knowledge of skills,	Communication PWR.01.01.d	Standard 4: Research and Reasoning
aptitude, and educational requirements related to a particular career field.	Write clearly and coherently for a variety of purposes and audiences  PWR.02.08.a  Read, write, listen and speak effectively	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.

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

Communicate and interact effectively with people who have determined by its accuracy and relevance different primary languages **12th Grade GLE 2.2**: Effective collaborative PWR.02.09.a groups accomplish goals Work effectively with others PWR.02.09.c Cooperate for a common purpose PWR.02.09.d Use teamwork and leadership skills effectively **SELF-DIRECTION Personal Responsibility** PWR.02.06.b Manage time effectively PWR.02.06.c Take initiative, and follow through PWR.02.06.e Take responsibility for completion of work PWR.02.06.f Act with maturity, civility, and politeness PWR.02.06.g Demonstrate flexibility and adaptability

PWR.02.07.a

	PWR.02.09.b	
	Acknowledge authority and take direction	
Sub-Indicator 3:	COLLABORATION	COMPREHENSIVE HEALTH
Students will	Communication	
articulate the ways in	PWR.01.01.d	Standard 3: Emotional and Social Wellness in
which they are	Write clearly and coherently for a variety of purposes and	Health
developing essential	audiences	W. L. O. L. LOUED D. G. L. L. L. W.
employability skills.	DWD 03 00 -	High School GLE 3.2: Set goals, and monitor
	PWR.02.08.a	progress on attaining goals for future success.
	Read, write, listen and speak effectively	
	PWR.02.08.b	READING, WRITING, AND COMMUNICATING
	Construct clear, coherent, and persuasive arguments	,
	, in the second	Standard 3: Writing and Composition
	PWR.01.01.e	
	Employ standard English language properly and fluently in	9th Grade GLE 3.2: Informational and
	reading, writing, listening, and speaking	persuasive texts develop a topic and establish
		a controlling idea or thesis with relevant
	CRITICAL THINKING	support.
	Critical Thinking & Problem Solving	
	PWR.02.01.a	9th Grade GLE 3.3: Writing for grammar,
	Apply logical reasoning and analytical skills	usage, mechanics, and clarity requires ongoing
		refinements and revisions.
	PWR.02.07.e	
	<u> </u>	<b>10th Grade GLE 3.2:</b> Organizational writing
	workforce readiness	patterns inform or persuade an audience.
	PWR 02 07 f	
	Employ standard English language properly and fluently in reading, writing, listening, and speaking  CRITICAL THINKING  Critical Thinking & Problem Solving  PWR.02.01.a  Apply logical reasoning and analytical skills	persuasive texts develop a topic and estable a controlling idea or thesis with relevant support.  9th Grade GLE 3.3: Writing for grammar, usage, mechanics, and clarity requires ongo refinements and revisions.  10th Grade GLE 3.2: Organizational writing

Demonstrate awareness of and evaluate career options	10th grade GLE 2 2: Grammar Janguage	
Demonstrate awareness of and evaluate career options	10th grade GLE 3.3: Grammar, language	
	usage, mechanics, and clarity are the basis of	
	ongoing refinements and revisions within the	
	writing process.	
	<b>11th Grade GLE 3.2:</b> 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	
	grammar, usage, mechanics, and clarity.	
	12th Grade GLE 3.2: Ideas, evidence,	
	structure, and style create persuasive,	
	academic, and technical texts for particular	
	audiences and specific purposes.	
	and opening parposes.	
	12th Grade GLE 3.3: Standard English	
	conventions effectively communicate to	
	targeted audiences and purposes.	
	targeted addictioes and purposes.	
Quality Indicator 8: Personal Financial Literacy		
Quality illulcator 6. 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.		
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21st CENTURY SKILLS & PWR Standards

**CRITICAL THINKING** 

**Critical Thinking & Problem Solving** 

Sub-Indicator

Sub-Indicator 1:

Students will

**Colorado Academic Standards** 

**SOCIAL STUDIES** 

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

	R.02.07.e	Standard 3: Emotional and Social Wellness in Health
	lerstand the relevance of learning to postsecondary and	
work	kforce readiness	<u>High School GLE 3.2</u> : Set goals, and monitor
		progress on attaining goals for future success.
PWR	R.02.07.f	
Dem	nonstrate awareness of and evaluate career options	
Appl	R.01.02.d Bly knowledge of mathematics to problem solve, analyze es, and make critical decisions that arise in everyday life	
	SELF-DIRECTION	
Pers	sonal Responsibility	
PWF	R.01.06.a	
Plan	n and prioritize goals	