

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

The *Career Choices* series supports the Colorado ICAP counseling and guidance priorities and the Colorado High School College and Career Readiness Standards by leading students through a comprehensive research process that results in the creation of their own comprehensive 10-year education and career plan. Students' 10-year plans can then provide ongoing guidance and support to meeting each ICAP Quality Indicator.

**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.*

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p><i>Career Choices</i> provides a career and life planning process that motivates students to stay in school and strive for achievement by helping students gain the self-awareness and personal insights needed to build a meaningful 10-year education and career plan.</p> <p>Completion of a series of Personal Profile inventories and self-assessments facilitates the discovery of strengths, interests, aptitudes, skills, and career aspirations. These inventories familiarize students with all aspects of their identity and help them to understand the role identity plays in any career planning process.</p> <p>As students continue through <i>Career Choices</i>, those insights are distilled and result in: a vision of a productive future; articulation of the goals that will make that future a reality; and a commitment to making their plan a reality.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b>                      PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched                      PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>                      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.e - Understand the relevance of learning to postsecondary and workforce readiness                      PWR.02.07.f - Demonstrate awareness of and evaluate career options</p> <p><b>COLLABORATION - Communication</b>                      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                      PWR.02.08.a - Read, write, listen and speak effectively                      PWR.02.08.b - Construct clear, coherent, and persuasive arguments</p> <p><b>COLLABORATION - Collaboration</b>                      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.02.09.a - Work effectively with others                      PWR.02.09.c - Cooperate for a common purpose                      PWR.02.09.d - Use teamwork and leadership skills effectively</p> <p><b>SELF-DIRECTION - Personal Responsibility</b>                      PWR.01.06.a - Plan and prioritize goals                      PWR.02.07.g - Attend to personal health and wellness</p>	<p><b>PHYSICAL EDUCATION</b>                      High School GLE 3.2: Demonstrate collaboration, cooperation, and leadership skills</p> <p><b>COMPREHENSIVE HEALTH</b>                      High School GLE 1.6: Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly.                      High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p><b>READING, WRITING, AND COMMUNICATING</b>                      9th Grade GLE 1.1: Oral presentations require effective preparation strategies.                      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.                      9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p> <p><b>VISUAL ARTS</b>                      High School GLE 3.1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

**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.

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p><i>Career Choices</i> asks students to articulate a career goal and the steps for acquiring the education/training it requires.</p> <p>Requiring in-depth research of at least three potential careers, the Career Interest Survey process in <i>Career Choices</i> facilitates the exploration of each field that is researched that includes: how the field aligns with the student's stated values, interests, and life goals; the education and training needed in the field; the earning potential -- at both the entry level and mid-career; and the long-term prospects for employment in each field that is researched.</p> <p><i>Career Choices</i> also facilitates the identification and tracking of skills, an increasingly important strategy in today's skills-based, global work environment. With support from adult advocates and scaffolding activities throughout the course, students begin to see their own capabilities, and this skill identification and acquisition process empowers them.</p> <p>This curriculum also reinforces rigorous academic standards through assignments in the <i>Career Choices</i> text, the <i>Workbook/Portfolio</i>, and the companion anthology, <i>Possibilities</i>, students read informational text and literature, and build writing skills with assignments ranging from simple journal entries to more complex compositions and essays.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b>            PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched            PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information            PWR.02.04.b - Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p><b>COLLABORATION - Communication</b>            PWR.01.01.b - Interpret sources, and evaluate evidence and competing ideas            PWR.01.01.e - Employ standard English language properly and fluently in 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</p> <p><b>COLLABORATION - Collaboration</b>            PWR.02.09.a - Work effectively with others            PWR.2.09.c - Cooperate for a common purpose            PWR.02.09.d - Use teamwork and leadership skills effectively</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>            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.02.01.f - Discern bias, pose questions, marshal evidence, and present solutions            PWR.02.07.f - Demonstrate awareness of and evaluate career options</p> <p><b>SELF-DIRECTION - Personal Responsibility</b>            PWR.01.06.a - Plan and prioritize goals            PWR.02.07.g - Attend to personal health and wellness</p> <p><b>SELF-DIRECTION - Civic Responsibility</b>            PWR.02.02.c - Provide citations for resources</p>	<p><b>READING, WRITING, AND COMMUNICATING</b>            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.            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> <p><b>SOCIAL STUDIES</b>            High School GLE 3.5: Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL).</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

**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.*

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p><i>Career Choices</i> asks students to articulate a career goal and the steps for acquiring the education/training it requires.</p> <p>Requiring in-depth research of at least three potential careers, the Career Interest Survey process in <i>Career Choices</i> facilitates the exploration of each field that is researched that includes: how the field aligns with the student's stated values, interests, and life goals; the education and training needed in the field; the earning potential -- at both the entry level and mid-career; and the long-term prospects for employment in each field that is researched.</p> <p><i>Career Choices</i> also facilitates the identification and tracking of skills, an increasingly important strategy in today's skills-based, global work environment.</p> <p>Students also critically consider the results of an extensive budget exercise in <i>Career Choices</i> (or the optional <i>Lifestyle Math</i> workbook) that explores the connections between their postsecondary education/training plans and the lifestyle/financial expectations of their future-self.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b>            PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched            PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p><b>INVENTION - Creativity &amp; Innovation</b>            PWR 02.03.b - Generate, evaluate, and implement new ideas and novel approaches</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>            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            PWR.02.07.f - Demonstrate awareness of and evaluate career options</p> <p><b>COLLABORATION - Communication</b>            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</p> <p><b>COLLABORATION - Collaboration</b>            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</p>	<p><b>READING, WRITING, AND COMMUNICATING</b>            9th Grade GLE 1.1: Oral presentations require effective preparation strategies            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.</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

**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.*

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p>The <i>Career Choices</i> process culminates with the development of an initial student-researched 10-year Plan. Each student's plan draws on: insights gained through self-discovery surveys; the exploration of career fields that align with the student's stated values, interests, and life goals; the identification and tracking of skills they have and skills they need to acquire; the results of an extensive budget exercise in <i>Career Choices</i> (or the optional <i>Lifestyle Math</i> workbook) that explores the connections between their postsecondary education/training plans and the lifestyle/financial expectations of their future-self; and a carefully-considered postsecondary path.</p> <p>It is recommended that students are provided with opportunities to revisit and expand their 10-year Plan throughout the 10th, 11th, and 12th grades. The follow-up activities outlined in the <i>Get Focused...Stay Focused!</i>™ Follow-up Modules would address this quality indicator even further.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b>            PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched            PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p><b>COLLABORATION - Communication</b>            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            PWR.02.08.a - Read, write, listen and speak effectively            PWR.02.08.b - Construct clear, coherent, and persuasive arguments</p> <p><b>COLLABORATION - Collaboration</b>            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</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>            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</p> <p><b>SELF-DIRECTION - Personal Responsibility</b>            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.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</p> <p><b>SELF-DIRECTION - Civic Responsibility</b>            PWR.02.02.c - Provide citations for resources</p>	<p><b>COMPREHENSIVE HEALTH</b>            High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p><b>READING, WRITING, AND COMMUNICATING</b>            9th Grade GLE 1.1: Oral presentations require effective preparation strategies            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.            9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p> <p><b>SOCIAL STUDIES</b>            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).</p> <p><b>VISUAL ARTS</b>            High School GLE 3.1: Demonstrate competency in traditional and new art media, and apply appropriate and available technology to express ideas.</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

<b>Quality Indicator 5: Environmental Expectations</b>		
<b>Definition:</b> <i>An ecological system in which school, family, community, culture, and world view influence the students' career development and post-secondary plans.</i>		
<b>Career Choices Curriculum Connection</b>	<b>21st Century Skills &amp; PWR Standards</b>	<b>Colorado Academic Standards</b>
<p>The scope-and-sequence design of <i>Career Choices</i> starts with students answering the question "Who am I?" through identity formation activities needed to understand how school, family, community, and culture all tied to and must be balanced with a satisfying worklife.</p> <p>Utilizing the pedagogy of a Socratic Seminar, <i>Career Choices</i> emphasizes thoughtful discussion, dialogue, and a question/answer process that creates a deeper understanding of concepts as it builds critical speaking and listening skills.</p> <p>The <i>Career Choices</i> process culminates with the development of an initial student-researched 10-year Plan. Each student's plan draws on: insights gained through self-discovery surveys; the exploration of career fields that align with the student's stated values, interests, and life goals; the identification and tracking of skills they have and skills they need to acquire; the results of an extensive budget exercise in <i>Career Choices</i> (or the optional <i>Lifestyle Math</i> workbook) that explores the connections between their postsecondary education/training plans and the lifestyle/financial expectations of their future-self; and a carefully-considered postsecondary path.</p> <p>It is recommended that students are provided with opportunities to revisit and expand their 10-year Plan throughout the 10th, 11th, and 12th grades. The follow-up activities outlined in the <i>Get Focused...Stay Focused!</i>™ Follow-up Modules would address this quality indicator even further.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b>            PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched            PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information</p> <p><b>COLLABORATION - Communication</b>            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            PWR.02.08.a - Read, write, listen and speak effectively            PWR.02.08.b - Construct clear, coherent, and persuasive arguments</p> <p><b>COLLABORATION - Collaboration</b>            PWR.02.04.b - Interact effectively with and respect the diversity of different individuals, groups, and cultures            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</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>            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.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            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</p> <p><b>SELF-DIRECTION - Personal Responsibility</b>            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</p>	<p><b>COMPREHENSIVE HEALTH</b>            High School GLE 1.6: Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly.</p> <p><b>READING, WRITING, AND COMMUNICATING</b>            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.</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

<b>Quality Indicator 6: Academic Planning</b>		
<b>Definition:</b> <i>The skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.</i>		
<b>Career Choices Curriculum Connection</b>	<b>21st Century Skills &amp; PWR Standards</b>	<b>Colorado Academic Standards</b>
<p>The products students create throughout the <i>Career Choices</i> process, including the culminating project of the 10-year career and education plan, provide multiple opportunities for assessment of 21st Century Skills and mastery of key content. The resulting 10-year education and career plan is an ideal authentic assessment of a student's understanding of high school graduation requirements and the importance of appropriate post-secondary education.</p> <p>An overarching goal of the <i>Career Choices</i> series has always been to motivate students to apply themselves by helping them recognize the role academic skills play in their lives outside the classroom. Many schools have found that students who complete a <i>Career Choices</i> course take AP and dual credit courses at an increased rate.</p>	<p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b> PWR.01.02.d - Apply knowledge of mathematics to problem solve, analyze issues, and make critical decisions that arise in everyday life</p> <p><b>COLLABORATION - Communication</b> PWR.02.08.a - Read, write, listen and speak effectively PWR.02.08.b - Construct clear, coherent, and persuasive arguments PWR.01.01.e - Employ standard English language properly and fluently in reading, writing, listening, and speaking</p> <p><b>COLLABORATION - Collaboration</b> PWR.02.04.b - Interact effectively with and respect the diversity of different individuals, groups, and cultures</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b> PWR.02.01.a - Apply logical reasoning and analytical skills PWR.02.07.e - Understand the relevance of learning to postsecondary and workforce readiness PWR.02.07.f - Demonstrate awareness of and evaluate career options</p> <p><b>SELF-DIRECTION - Personal Responsibility</b> 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.02.07.d - Take responsibility for actions</p>	<p><b>COMPREHENSIVE HEALTH</b> High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success 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. High School GLE 4.9: Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.</p> <p><b>PHYSICAL EDUCATION</b> High School GLE 3.2: Demonstrate collaboration, cooperation, and leadership skills</p> <p><b>READING, WRITING, AND COMMUNICATING</b> 9th Grade GLE 4.2: Effective problem-solving strategies require high-quality reasoning.</p>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

**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.

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p><i>Career Choices</i> also facilitates the identification and tracking of skills, an increasingly important strategy in today's skills-based, global work environment.</p> <p>With support from adult advocates and scaffolding activities throughout the course, students begin to see their own capabilities, and this skill identification and acquisition process empowers them.</p>	<p><b>COLLABORATION - Communication</b>                      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                      PWR.02.08.a - Read, write, listen and speak effectively                      PWR.02.08.b - Construct clear, coherent, and persuasive arguments</p> <p><b>COLLABORATION - Collaboration</b>                      PWR.02.04.b - Interact effectively with and respect the diversity of different individuals, groups, and cultures                      PWR.01.08.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</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b>                      PWR.02.01.a - Apply logical reasoning and analytical skills                      PWR.02.07.f - Demonstrate awareness of and evaluate career options                      PWR.02.07.e - Understand the relevance of learning to postsecondary and workforce readiness</p> <p><b>SELF-DIRECTION - Personal Responsibility</b>                      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.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 - Balance self-advocacy with the consideration of others                      PWR.02.09.b - Acknowledge authority and take direction</p>	<p><b>COMPREHENSIVE HEALTH</b>                      High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p> <p><b>READING, WRITING, AND COMMUNICATING</b>                      9th Grade GLE 2.2: Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention                      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.                      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>

Crosswalk of the ICAP (Individual Career Academic Plan) Quality Indicators with the Career Choices Curriculum  
with References to PWR Standards and Colorado Academic Standards

**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.*

Career Choices Curriculum Connection	21st Century Skills & PWR Standards	Colorado Academic Standards
<p>An extensive budget exercise in <i>Career Choices</i> (or the optional <i>Lifestyle Math</i> workbook) that explores the connections between their postsecondary education/training plans and the lifestyle/financial expectations of their future-self.</p> <p>By demonstrating the personal relevance financial literacy has in daily life—today and in the future, students build the intrinsic motivation to apply themselves to their math/economic studies. That relevance also helps to alleviate some of the anxiety students have about the future by discussing complicated financial literacy issues and reducing them to the essential mathematical concepts they already know.</p>	<p><b>INFORMATION LITERACY - Find and Use Information &amp; IT</b> PWR.02.02.a - Select, integrate, and apply appropriate technology to access and evaluate new information PWR.01.01.d - Access and use primary and secondary sources to explain questions being researched</p> <p><b>CRITICAL THINKING - Critical Thinking &amp; Problem Solving</b> PWR.01.02.d - 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 PWR.02.07.b - Possess financial literacy and awareness of consumer economics PWR.02.01.e - Evaluate the credibility and relevance of information, ideas, and arguments PWR.02.07.e - Understand the relevance of learning to postsecondary and workforce readiness PWR.02.07.f - Demonstrate awareness of and evaluate career options</p> <p><b>SELF-DIRECTION - Personal Responsibility</b> PWR.01.06.a - Plan and prioritize goals</p>	<p><b>SOCIAL STUDIES</b> 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. High School GLE 3.4: Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL).</p> <p><b>COMPREHENSIVE HEALTH</b> High School GLE 3.2: Set goals, and monitor progress on attaining goals for future success.</p>