

Introduction

Sixteen years ago the publication of *A Nation at Risk* launched a wave of school reform and multidimensional debates on the future of American education. Within those debates some of the most intense discussions have been among employers and educators. Fortunately, education's broad societal mission and businesses' more focused economic interests are converging with human resource needs in the growing number of high-performance work systems, where workers are more autonomous, involved, and broadly skilled.

The convergence between the mission of schools and the needs of America's employers is strengthened further by research in the cognitive sciences. New findings on the way people learn suggest a reform pedagogy that combines academic and experiential education in a system of life-long learning in schools, in the community, and at work.

Educators face a challenge for reform in response to the demands of the new performance standards and the new technologies and organizational formats necessary to meet them. Schools have not failed in their mission, the mission of education has changed. As economic activity changes in many businesses and industries, education must change to stay in step with what graduates need to know and be able to do. Employers recognize a growing need for highly skilled workers and for providing these workers with continuous training. But in order to implement continuous training, newly hired workers must have the requisite skills to profit from an increased emphasis on life-long learning.

The most promising current efforts to address this new mission include Tech Prep, Career Academies, Career Pathways and School-to Work. Ultimately however, the vision of a life-long learning system that combines work and learning should be judged by its ability to increase life choices for all students. Without a framework of high standards, occupation focused curricula become the latest version of the low track. Without the contextualized approaches offered by multi-disciplinary real-world learning, the standards movement reinforces an abstract and contrived curriculum that only works for a small group of students. The challenge is to design an integrated system of content and performance standards that will give all Hawaii's students the skills needed for life and work in the 21st Century. These standards, along with the General Learner Outcomes, represent our best effort at identifying the "new basic skills" needed to prepare young people for economic and life opportunities that exist in Hawaii, the nation, and the world.

Without a framework of high standards, occupation focused curricula become the latest version of the low track. Without the contextualized approaches offered by multi-disciplinary real-world learning, the standards movement reinforces an abstract and contrived curriculum that only works for a small group of students.

About the Standards

The attempt to teach more and more can result in a curriculum where deep understanding is sacrificed, patterns and connections are missed, and questions, experiences, and thoughtful application become victims of a lack of time.

Schooling can be quite isolated from the rapid changes in the world. But because one of the goals of education is to prepare students for success in the adult world, it is important to understand how that world is structured and functioning today. What are the work skills expected of graduating students? What kinds of families and communities might they expect to encounter? Educators must design curriculum and instruction that reflects a changing world.

Conventional models of curriculum generally organize around disciplines and topics, but as time goes on, more topics are added to the curriculum. The attempt to teach more and more can result in a curriculum where deep understanding is sacrificed, patterns and connections are missed, and questions, experiences, and thoughtful application become victims of a lack of time. Additionally, conventional models of occupation focused education too often concentrate on the development of discrete skills related to specific occupations, rather than on integrated skill clusters performed in real-world contexts. Although it is important to learn discrete skills, students are better served when the skills are contextualized in a complex, real-world performance. Complex performances go beyond the imitation of discrete skills and require thoughtful problem solving and the integration of knowledge and skills from different disciplines.

Documents like the SCANS Report define clearly the educational changes that must take place in schools to prepare our young people for success in the rapidly changing workplace and define the “new basic skills.” As students grow, change, and gain independence, these skills can also help them navigate the world they encounter within their families and communities. SCANS-type competencies must be used, as well as discipline-based concepts, processes, and skills, to integrate and reinforce critical performance abilities across both academic and occupational areas if we expect students to gain deeper, transferable knowledge.

The standards listed here raise the bar for students by insisting on conceptual depth and understanding, and by focusing on the development of skills needed for broad role performances (which may include discrete skills) rather than discrete skills for narrow tasks. They also, for the first time, present a comprehensive, developmental curriculum design for career and life skills from kindergarten through grade 12.

Content Standards — At-A-Glance

<p>TECHNOLOGICAL LITERACY:</p>	<p>1. Students develop the knowledge, skills and attitudes to design, modify, use, and apply technology; become a technological problem-solver; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.</p>
<p>CAREER AND LIFE PLANNING:</p>	<p>2. Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career and life plans.</p>
<p>SKILLS FOR LIFE AND WORK:</p>	<p>3. Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>
<p>STRUCTURE OF ORGANIZATIONS AND WORK:</p>	<p>4. Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.</p>
<p>INDIVIDUAL, FAMILY AND COMMUNITY DEVELOPMENT:</p>	<p>5. Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.</p>

Career and Life Skills Content Standards and Grade Cluster Benchmarks

CONTENT STANDARDS	K - 3	4 - 5
<p>TECHNOLOGICAL LITERACY:</p> <p>1. Students develop the knowledge, skills and attitudes to design, modify, use, and apply technology; become a technological problem-solver; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.</p>	<p>NATURE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Define technology and list ways technology helps at home and school (e.g., computer helps gather information, automobile helps transport people). Categorize things into groups of natural objects and designed objects. Describe how technologies may have positive and/or negative impacts on people, animals, and the environment. <p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Identify examples of how technology is used in the community and workplace. Use simple technologies (e.g., pencil, pen, ruler). <p>DESIGN</p> <ul style="list-style-type: none"> Give examples of how people are always inventing new ways to solve problems and get things done (e.g., microwave for cooking). 	<p>NATURE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Compare and contrast technology and science (e.g., science explains things, technology does things). Describe ways that technological devices have improved the quality of life for humans (e.g., transportation, communication, nutrition, sanitation, health care, entertainment). <p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Use tools such as rulers, thermometers, tape and liquid measures; telephones, cameras, computers and hammers and saws to measure, observe, record ideas and information, and build things (note opportunity to integrate with math, science and language arts). <p>DESIGN</p> <ul style="list-style-type: none"> List technological innovations created by men and women from different countries, time periods, and cultural backgrounds throughout history—including individuals from Hawaii and the Pacific. Use a design process to invent a procedure or product to meet a need.
<p>CAREER AND LIFE PLANNING:</p> <p>2. Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.</p>	<p>SELF AWARENESS</p> <ul style="list-style-type: none"> List personal interests, strengths, abilities, and values. <p>CAREER AWARENESS</p> <ul style="list-style-type: none"> Identify people and occupations from the school, neighborhood, and community. Describe how work relates to meeting needs for goods, clothing, shelter, etc. <p>CAREER/LIFE PLANNING</p> <ul style="list-style-type: none"> Describe ways people prepare for employment (education, work experience, apprenticeships, etc.) Use simple goal setting strategies to identify areas for improvement (e.g., Primary Planning Sheet: Three strengths; two things I'd like to get better at, my goal(s) for the next quarter, things I'll do to work on my goal). 	<p>SELF AWARENESS</p> <ul style="list-style-type: none"> Identify behaviors that contribute to successful completion of tasks (individual and group). Demonstrate valued work habits in school and classroom settings. <p>CAREER AWARENESS</p> <ul style="list-style-type: none"> Investigate and document skills, knowledge, and attitudes needed in a selected career area. Identify careers which capitalize on individual strengths and interests. Describe changes that have taken place in career areas over time and changes in what's expected of people in the workplace. <p>CAREER/LIFE PLANNING</p> <ul style="list-style-type: none"> Use a decision making model to make choices (e.g., decision tree, pro/con, fist to 5). Analyze the benefits educational achievement has to career opportunities. Document own learning and growth (through portfolio, progress folio, work sampling, etc).

CONTENT STANDARDS	6 - 8	9 - 12
<p>TECHNOLOGICAL LITERACY:</p> <p>1. Students develop the knowledge, skills and attitudes to design, modify, use, and apply technology; become a technological problem-solver; make informed choices and decisions about technology; and advocate for and support responsible technological behavior.</p>	<p>NATURE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Assess positive and negative impacts of technologies on societies throughout history. <p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Analyze the technological knowledge and skills required in selected career areas. Demonstrate technological knowledge and skills by using simple (e.g., pencil, wrench) and complex (e.g., computer, laser) tools to solve real-world problems. <p>DESIGN</p> <ul style="list-style-type: none"> Use science, mathematics, creativity, logic and originality to invent or improve a technology. Demonstrate the ways that multiple resources are used to develop new technologies. These may include: people, information, tools and machines, techniques, materials, energy, capital, and time. 	<p>NATURE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Demonstrate the multidimensional impacts of technology, including economic, political, social, and environmental. <p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Demonstrate the ability to select, operate, maintain, troubleshoot, and dispose of technological devices in the context of a career (e.g., use the tools of accounting in a real or simulated business environment.) Develop a (multimedia) presentation which may include text, graphics, and sound. Present an argument for the ethical use of a particular technology citing examples of consequences of unethical use and benefits of ethical use. <p>DESIGN</p> <ul style="list-style-type: none"> Design a structure, product, service, or system in response to an identified need Design, implement, and utilize technologies to manipulate natural systems to provide sustainable natural resources for societal needs.
<p>CAREER AND LIFE PLANNING:</p> <p>2. Students develop self-knowledge, explore different educational, career, and life options available, and design and implement educational, career, and life plans.</p>	<p>SELF AWARENESS</p> <ul style="list-style-type: none"> Describe the importance and impact of positive attitudes toward work and learning. Demonstrate behaviors valued in the work place (e.g., punctuality, care with work, persistence, ability to work with others). <p>CAREER EXPLORATION</p> <ul style="list-style-type: none"> Research selected career areas to locate, understand, and use career information such as salary, educational and skill requirements, growth potential, and workplace environment. Analyze the relationship between lifelong learning and work (e.g., do you stop learning once you leave school and get a job?) Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men, different ethnic groups, and the disabled, in certain occupations. <p>CAREER/LIFE PLANNING</p> <ul style="list-style-type: none"> Set personal and learning goals related to career and life interests. Develop a preliminary four-to-eight year education and career plan that incorporates personal interests and career requirements. 	<p>SELF AWARENESS</p> <ul style="list-style-type: none"> Interpret personal profile, career inventory, or other sources of information about individual interests and skills. Evaluate potential career choices in relation to personal interests, strengths, and values. <p>CAREER PREPARATION</p> <ul style="list-style-type: none"> Select and complete activities and sequences of courses that develop essential skills and knowledge for a selected career area. Demonstrate the skills needed to prepare for, seek, obtain, maintain, advance in, and change jobs. <p>CAREER/LIFE PLANNING</p> <ul style="list-style-type: none"> Write, evaluate, and revise a career plan consistent with occupational interests, aptitudes, and abilities. Keep and develop a career portfolio.

Career and Life Skills Content Standards and Grade Cluster Benchmarks

CONTENT STANDARDS	K - 3	4 - 5
<p>SKILLS FOR LIFE AND WORK:</p> <p>3. Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<p>THINKING AND REASONING</p> <ul style="list-style-type: none"> Identify and recognize elements of reasoning (purpose, question, point of view, assumptions, information, concepts, interpretation, and implications). <p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> Apply a high level of effort in completing all assignments; persist in the face of difficulty. Contribute ideas to create criteria that will be used in class work (e.g., criteria for effective reports). <p>MANAGING RESOURCES</p> <ul style="list-style-type: none"> Demonstrate the ability to manage money to meet goals. Develop a set of classroom rules to govern the efficient use of classroom resources. <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> Demonstrate respect for others in class (e.g., be polite to others, identify contributions of others). Work cooperatively as a team member on class projects (e.g., complete assigned tasks, be prepared, listen to the ideas of others). <p>MANAGING INFORMATION</p> <ul style="list-style-type: none"> Use the library or ask questions to obtain information. <p>NATURE AND OPERATION OF SYSTEMS</p> <ul style="list-style-type: none"> Identify the factors impacting the level of effectiveness of systems (e.g., discuss how most things are made of parts; and when parts are put together, they can do things they couldn’t do by themselves; and how they may not work if some parts are malfunctioning or missing). Describe how elements or components of simple systems work together (e.g., how parts of a bicycle work and function). 	<p>THINKING AND REASONING</p> <ul style="list-style-type: none"> Use the elements of reasoning to present or analyze an argument or point of view. Compare and contrast decisions based on feelings and decisions based on information and data. <p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> Demonstrate ability to identify and accept responsibility for mistakes and take corrective action. Apply criteria to own work to identify strengths and areas that need attention. Demonstrate appropriate personal hygiene and other health and safety abilities. Identify factors which affect perception of self and others (e.g., various styles of dress.) <p>MANAGING RESOURCES</p> <ul style="list-style-type: none"> Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> Assist others to complete tasks/assignments. Seek ideas and information from others. Share responsibility for a group project. <p>MANAGING INFORMATION</p> <ul style="list-style-type: none"> Use on-line and other sources to acquire information; assess the value of information. <p>NATURE AND OPERATION OF SYSTEMS</p> <ul style="list-style-type: none"> Describe how parts of a system are interrelated and how each part affects other parts.

CONTENT STANDARDS	6 - 8	9 - 12
<p>SKILLS FOR LIFE AND WORK:</p> <p>3. Students develop skills and attributes that are critical to a person's ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, personal qualities, skills for managing resources, interpersonal skills, skills for managing information, and skills and knowledge related to systems.</p>	<p>THINKING AND REASONING</p> <ul style="list-style-type: none"> • Use the elements of reasoning and intellectual standards (e.g., clarity, accuracy, precision, relevance, depth, breadth, logic, and significance) to analyze the quality of thought. • Compare analogous situations, thereby transferring insights to new contexts. • Compare and contrast the credibility of differing accounts of the same event; understand that there may be more than one valid way to interpret a set of findings. <p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Use self assessment to improve and strengthen work-in-progress; select samples of own work that meet identified criteria. • Explain the difference between rules of conduct and one's responsibility to self and others. • Choose moral and ethical courses of action; describe the consequences of immoral and unethical courses of action. <p>MANAGING RESOURCES</p> <ul style="list-style-type: none"> • Prepare budgets, make forecasts, keep records, and make adjustments to meet objectives. <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> • Work effectively with the opposite gender and different ethnic groups. <p>MANAGING INFORMATION</p> <ul style="list-style-type: none"> • Use various information sources, including those of a technical nature, to accomplish specific tasks (e.g., use an owner's manual to install software; use a manual to diagnose and repair an automobile). • Evaluate the usefulness and reliability of various information sources needed to accomplish a specific task, acquire a product, or select a service or service provider. <p>NATURE AND OPERATION OF SYSTEMS</p> <ul style="list-style-type: none"> • Explain how a system can include processes as well as components. • Explain the role of feedback in systems. • Identify the elements, structure, sequence, operation, and control of systems; assemble and disassemble systems to manage, control, and improve their performance. 	<p>THINKING AND REASONING</p> <ul style="list-style-type: none"> • Practice metacognition (thinking about one's thinking) using the elements of reasoning and intellectual standards and other thinking skills and strategies. • Analyze and evaluate various perspectives, interpretations, and theories for clarity, accuracy, logic, and significance. • Use efficient learning techniques to acquire and apply new knowledge and skills. <p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Demonstrate the basic belief in one's ability to succeed; maintain a positive view of self. • Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings. • Assess self accurately, set personal goals, monitor progress, and exhibit self-control. <p>MANAGING RESOURCES</p> <ul style="list-style-type: none"> • Identify, organize, plan, and allocate time, money, material, facilities, and human resources to accomplish a task. <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> • Participate effectively in varied roles as a member of a work team (e.g., team leader, partner, mediator, reviewer, coach, presenter, researcher, writer, product creator, facilitator). • Teach others a process, strategy, or skill. <p>MANAGING INFORMATION</p> <ul style="list-style-type: none"> • Use computers and a variety of other resources to acquire and evaluate, organize and maintain, interpret and communicate, information. • Communicate thoughts, ideas, information, and messages in writing; create documents such as letters, directions, manuals, reports, graphs, technical drawings, and flowcharts. <p>NATURE AND OPERATION OF SYSTEMS</p> <ul style="list-style-type: none"> • Examine how systems are usually linked to other systems, both internally and externally, and can contain as well as operate as sub systems. • Utilize systems analysis to understand how something works or improve something. • Design a complex system with elements and procedures that help reduce system failure (e.g., performance testing, over design, redundancy, more controls).

Career and Life Skills Content Standards and Grade Cluster Benchmarks

CONTENT STANDARDS	K - 3	4 - 5
<p>STRUCTURE OF ORGANIZATIONS AND WORK:</p> <p>4. Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.</p>	<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> Identify people who are leaders and describe what makes a person a leader. <p>STRUCTURE OF ORGANIZATIONS</p> <ul style="list-style-type: none"> Explain the need for rules in any group situation; participate in developing classroom rules. List and describe organizations with different structures (e.g., school, family, business). 	<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> Show leadership in a group situation; assist a group in developing and articulating common goals and objectives; demonstrate the ability to bring the group to consensus or compromise using problem-solving and decision-making processes. <p>STRUCTURE OF ORGANIZATIONS</p> <ul style="list-style-type: none"> Illustrate how all organizations have a basic structure to govern themselves.
<p>INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT:</p> <p>5. Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.</p>	<ul style="list-style-type: none"> Identify different types of families (e.g., two parent, single parent, extended). Identify the roles and responsibilities of family and community members in society. 	<ul style="list-style-type: none"> Describe how the individual, family, community, and global society function as interrelated systems (integrate with Systems strand.) Describe the changes and differences in human development from early childhood through adolescence (e.g., physical, emotional and cognitive). Compare consumer products or services on the basis of features, performance, durability and cost, and consider personal tradeoffs in the decision-making process.

CONTENT STANDARDS	6 - 8	9 - 12
<p>STRUCTURE OF ORGANIZATIONS AND WORK:</p> <p>4. Students gain a degree of understanding of simple and complex organizations; engage in analysis or application of organizational concepts; develop effective leadership skills; and incorporate the perspectives of management, workers, volunteers, and the community in the study of organizational behavior.</p>	<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> Describe and acknowledge different leadership styles; give examples of leaders with different leadership styles; and assess one's own leadership style. Show leadership in a group situation by planning, organizing, implementing, and evaluating an activity. <p>STRUCTURE OF ORGANIZATIONS</p> <ul style="list-style-type: none"> Identify and define the major ways in which people organize themselves in a society. Analyze the relationship between organizational pressures and human values. 	<p>LEADERSHIP AND MANAGEMENT</p> <ul style="list-style-type: none"> Show leadership in a group situation by communicating ideas to justify position, persuading and convincing others, and responsibly challenging existing procedures and policies. Organize, implement, and evaluate management structures that may include: planning and evaluation systems, capital and human resource systems, financial systems, production systems, and marketing and distribution systems. <p>STRUCTURE OF ORGANIZATIONS</p> <ul style="list-style-type: none"> Plot the organizational structure of a local business, including the different operations, and describe how organizational structure affects operations. Analyze, evaluate, and address organizational outgrowths such as ethical issues, labor issues, regulatory issues, safety issues, and environmental issues.
<p>INDIVIDUAL, FAMILY, AND COMMUNITY DEVELOPMENT:</p> <p>5. Students develop knowledge and understanding of how individuals grow and develop over the life span within the context of various family and community systems.</p>	<ul style="list-style-type: none"> Demonstrate an understanding and appreciation of how diverse perspectives, needs, and characteristics of individuals and families impact on communities and society in general. Analyze the principles of human growth and development across the life span. Analyze the physical and emotional factors related to beginning the parenting process. Analyze the interaction between the natural and built environments and individuals and families in communities (e.g., does a building or open space have a psychological effect on people?) 	<ul style="list-style-type: none"> Analyze conditions in families, communities, and the global society that influence human growth and development. Analyze ways individuals cope with multiple, often conflicting, roles in society. Evaluate the impact of parenting roles and responsibilities in strengthening the well-being of individuals and families. Demonstrate knowledge of basic procedures for maintenance of safe and healthful personal and family lifestyle. Analyze the roles and responsibilities of communities in strengthening the well-being of individuals and families.

About the Refinement Process

“...HCPS must become the singular focus of the system ...”

DR. PAUL G. LEMAHIEU

During the 1997-98 school year, the Vocational Education Advisory Committee completed a draft revision of the Home and Work Skills Standards. During the summer of 1998, Dr. Paul G. LeMaheiu was chosen by the Board of Education to be the new Superintendent of Education, with one of his goals being that “...HCPS must become the singular focus of the system ...” With the results of a state-wide assessment and the report of the Standards Review Commission in hand, Dr. LeMaheiu charged OASIS/SRG with the task of refining HCPS.

Each of 10 content areas formed advisory/writing teams with the goal of issuing a set of refined content standards, benchmarked to grade clusters, by the opening of school in September, 1999. Using a new name, the Career and Life Skills team started with the draft revised standards and set to work writing and refining standards and benchmarks using the following criteria:

1. Standards are for all students.
2. Standards contain the major concepts essential to the discipline.
3. Standards are clear and useful.
4. Standards are assessable.
5. Benchmarks are developmental.
6. Standards are inspirational and visionary.

The primary advisory team consisted of the following individuals:

- **Michael Barros**, Educational specialist, OASIS/SRG
- **Kathy Busick**, Educational Consultant
- **Anthony Calabrese**, Educational Specialist, OASIS/SRG
- **Dr. Barbara Harger**, Chair, Dept. of Human Resources, University of Hawai‘i

- **Germaine Jarvis**, Teacher/Coordinator, Konawaena High School
- **Carol Shikada**, Educational Specialist, OASIS/SRG
- **Janice Shimokawa**, Teacher, McKinley High School
- **Dr. Frank Walton**, College of Education, University of Hawai‘i
- **Dr. Barbara White**, Coordinator of Research and Development, Office of the State Director for Vocational Education

The following organization and individuals provided review from a national perspective:

- **Council for Basic Education**
- **Dr. Phyllis Hyudecki**, Associate Director, National Center for Research in Vocational Education
- **Dr. Mikala Rahn**, President, Public Works, Inc.

The writing process consisted of many drafts, reviews, and revisions. In addition to the individuals and organizations listed above, there were many other individuals and teachers, too numerous to mention, who reviewed drafts and provided valuable input. Our sincere thanks go out to all those who have been involved in the process.

Next Steps

The standards listed in this document will help students connect knowledge and skills to school, daily living, the world of work, and future success. Schools are asked to begin their discussions of what it will take to implement these standards for all students. For further discussion, please contact Mike Barros or Tony Calabrese, educational specialists, at 394-1312 or through Lotus Notes at mike_barros@notes.k12.hi.us or anthony_calabrese@notes.k12.hi.us

Resources

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Marzano, Robert J. and John S. Kendall. *Content Knowledge A Compendium of Standards and Benchmarks for K-12 Education, 2nd Edition*. Aurora, Colorado: McREL, 1997.

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Marzano, Robert J. and John S. Kendall with Barbara B. Gaddy. *Essential Knowledge – The Debate Over What American Students Should Know*. Aurora, Colorado: McREL, 1999.

The Secretary's Commission on Achieving Necessary Skills. *What Work Requires of Schools – A SCANS Report for America 2000*. U.S. Department of Labor, 1991.

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Glossary

Benchmarks: Benchmarks indicate developmentally appropriate content knowledge and skills at specific grade levels or at a cluster of grade levels.

Content Standards: Content standards define what a student should know and be able to do.

Performance Standards: Performance standards provide performance indicators and concrete examples of how students learn the materials represented by the content standard.

Performance Indicators: Performance indicators are clearly linked to the content standard. They are a description of what must be included in the student work that meets the content standard.

System: A system is an organized framework made up of interrelated components acting together as a whole, in which a change in one component may affect the operation of the whole.

Technology: Technology is human innovation in action: the means by which humans meet their needs and wants, solve problems, and extend their capabilities.

Notes

Notes

Foreword

Research on effective schools tells us that one of the most important elements in improving the results of education is being clear about standards, what it is that students are expected to learn. The refined “Hawai‘i Content and Performance Standards, HCPS II”, provides such standards for Hawaii’s students in kindergarten through grade twelve in ten academic content areas.

This document describes the content standards for Career and Life Skills. The content standards are clear, broad statements of important ideas, concepts, skills and dispositions to be taught and learned in a content area and answer the question “What should students know, be able to do, and care about?” The K-12 content standards are clarified by benchmark standards that indicate developmentally appropriate content knowledge and skills at a cluster of grade levels. For Career and Life Skills, the grade level clusters include K-3, 4-5, 6-8, and 9-12.

To follow and support these content standards, performance standards, that answer questions like “What does good performance look like?” and “How good is good enough?” will be described on a website. They will be developed in collaboration with teachers and other educators in the coming year and will clarify the content standards by describing what evidence is acceptable in determining whether content standards have been met.

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need to lead full and productive lives. Four General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. They must be an integral and vital part of all teaching and learning. All teachers in all grades and in all subjects must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well. The General Learner Outcomes are:

- The ability to be responsible for one’s own learning.
- The understanding that it is essential for human beings to work together.
- The ability to be involved in complex thinking and problem solving.
- The ability to recognize and produce quality performance and quality products.

The real test of the standards is their applicability and usefulness in the classroom to improve student learning. Raising our expectations is but the first step; it’s what we do with the standards - living up to them - that will ultimately make us a performance oriented system.

We are about to embark on an important journey that will challenge how we think, feel and act in regards to teaching and learning. Begin your discussions on what it will take to implement these standards. Give us feedback on the effectiveness and usefulness of the content standards, work with us in developing the performance standards, and always keep the General Learner Outcomes in the forefront.

Let us work together with common purpose and mutual obligation and affirm our responsibility to educate all students and to do so to the same high standards.



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Career and Life Skills

Content Standards

*Moving from the Blue Book
to HCPS II*

Office of Accountability
and School Instructional
Support/School
Renewal Group

Department of Education
State of Hawai'i

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