Basic Workplace Competencies

AREA 5: Planning and Managing a Career

Since work is a significant part of life, individuals need to be actively engaged in seeking a career that matches their interests, abilities, aptitudes, and skills. Career planning enhances the possibility that one's career path will lead to success and satisfaction in work. Employers seek individuals who know what they want from work and can effectively present their qualifications and skills through the job search process, including job applications and interviews. Throughout one's career, it is also important to seek continuous professional development opportunities.

Competency –

The student will be able to:	Key Indicators
5.1 **Identify how personal interests, abilities, and skills relate to choosing a career**	5.1.1 Determine own interests and aptitudes 5.1.2 Relate personal interests to academic and occupational skills 5.1.3 Identify impact of abilities and skills on career development 5.1.4 Identify how self-knowledge relates to making career choices
5.2 **Investigate career options**	5.2.1 Identify career options, including self-employment and nontraditional careers 5.2.2 Identify the range of available career information sources 5.2.3 Research knowledge, abilities, and skills needed in each occupation using a variety of resources(e.g., handbooks, career materials, labor market information, computerized career-information delivery systems, and role models/mentors) 5.2.4 Select careers that best match interests and aptitudes 5.2.5 Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice 5.2.6 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options 5.2.7 Identify potential conflicts between interest/aptitudes and career choices 5.2.8 Identify how career choices influence family, personal life, and lifestyle 5.2.9 Assess labor market information pertaining to career options 5.2.10 Explore future trends and occupational in the world of work
5.3 **Chart career using career-Planning skills**	5.3.1 Demonstrate use of career information 5.3.2 Identify elements of career planning 5.3.3 Summarize the educational requirements of various occupations 5.3.4 Identify skills that apply to a variety of occupations 5.3.5 Identify challenges that may interfere with individual career plan (e.g., gender issues, misinformation, expectations of others, and conditions of labor market) 5.3.6 Identify short-term and long-term goals for achieving career plan 5.3.7 Develop a career plan 5.3.8 Showcase interests, aptitudes, and skills utilizing a portfolio 5.3.9 Annually review/revise the individual career plan

The student will be able to:	Key Indicators
5.4 **Demonstrate skills needed to enter or reenter the workforce**	5.4.1 Apply knowledge of personal abilities, interests, and skills to the seeking of employment regionally, nationally, and globally 5.4.2 Develop job-getting tolls (including resumes, letter of application, portfolios) 5.4.3 Demonstrate job-getting skills (including locating acceptable jobs, interviewing, completing a job application, and interpreting an employee contract) 5.4.4 Demonstrate skill in a second language if required for the position 5.4.5 Maintain a portfolio demonstrating job competence and containing job-getting tools
5.5 **Demonstrate job-keeping skills**	5.5.1 Demonstrate strong communication skills orally, in writing, or via computer 5.5.2 Apply basic arithmetic and mathematics skills to job tasks 5.5.3 Apply thinking to job tasks (including creative thinking, decision making, reasoning, problem solving, interpretation of information) 5.5.4 Apply interpersonal skills in relating to others on the job 5.5.5 Identify an awareness of employer expectations for the job 5.5.6 Carry out job tasks in accordance with employer expectations 5.5.7 Display positive work ethic
5.6 **Upgrade career skills**	5.6.1 Identify personal and workplace changes that require upgrading of own skills 5.6.2 Modify own career goals based on personal and workplace changes 5.6.3 Analyze various education/training options for securing needed upgrading 5.6.4 Identify professional development opportunities 5.6.5 Participate in professional development activities
5.7 **Explore opportunities to create a business**	5.7.1 Identify an unmet need or opportunity for provision of a good or service 5.7.2 Identify potential target markets nationally and/or internationally 5.7.3 Identify factors that contribute to the success or failure of a business 5.7.4 Evaluate the costs and benefits of future opportunities (e.g., renovations, improvements, expansions, addition of new products or services, international trade opportunities) 5.7.5 Identify components of a business plan, considering various factors for identified opportunities and marketing strategies (including population, climate, location, supply and demand, competition)

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AREA 6: Managing Resources

In high-performance workplaces, all individuals must effectively manage a variety of resources: personal, financial, and environmental. Individuals' ability to maintain good health, contribute to a safe work environment, handle multiple tasks, and manage time not only enhances personal well-being, nut fosters the success of the organization or business as well.

Competency –

The student will be able to :	Key Indicators
6.1 **Apply self-management processes in the workplace**	6.1.1 Develop a system for organizing work using multi-tasking skills 6.1.2 Apply time-management skills 6.1.3 Apply anger-management skills 6.1.4 Apply stress-management skills 6.1.5 Arrange work environment based on the principles of ergonomics 6.1.6 Maintain a work area conductive to productivity (e.g., neat, orderly) 6.1.7 Manage resources to support achievement of goals
6.2 **Use reference materials to obtain information appropriate to a given problem, topic, or situation**	6.2.1 Obtain needed technological and informational reference materials 6.2.2 Collect information from selected references 6.2.3 Evaluate the validity and reliability of the information obtained 6.2.4 Organize information for use in problem solving, decision making, or communications 6.2.5 Apply information to workplace situations
6.3 **Maintain/promote wellness**	6.3.1 Recognize positive and negative influences on wellness (including social activities, sports, hobbies, environment, health, emotions, economics) 6.3.2 Participate in the arts disciplines and/or extracurricular activities (including dance, music, theater, visual arts, sports) that promote wellness and balance within an individual 6.3.3 Follow wellness principles that result in significant, measurable improvements in own overall health condition and the health condition of peer(s) 6.3.4 Monitor health and health parameters 6.3.5 Act on environmental issues that influence wellness
6.4 **Determine the impact of government services regulations and business/industry procedures on the performance of particular work functions**	6.4.1 Identify the purpose of government regulations and their impact on the management of resources 6.4.2 Differentiate among federal, state, and local regulations and local business and industry procedures 6.4.3 Identify the various agencies involved in government oversight 6.4.4 Identify which regulations or guidelines take priority in a given situation 6.4.5 Locate information about the required process(es) for implementing regulations 6.4.6 Comply with regulations in the handling or materials, services, resources, and/or work activities (including inspections or self-monitoring)

The student will be able to :	Key Indicators
6.5 **Implement safety procedures and programs**	6.5.1 Identify safety requirements 6.5.2 Demonstrate knowledge of safety rules and guidelines 6.5.3 Interpret safety signs and symbols 6.5.4 Demonstrate desirable safety attitudes and habits 6.5.5 Use safety equipment in accordance with established procedures 6.5.6 Document results of safety procedures and programs
6.6 **Support the provision of first aid in accordance with company policy and procedures**	6.6.1 Identify supplies and equipment needed in emergency situations 6.6.2 Locate supplies and equipment needed in emergency situations 6.6.3 Follow established procedures for the administration of first aid until official help arrives 6.6.4 Analyze the impact of stress throughout an emergency situation 6.6.5 Practice universal precautions during first aid procedures (including those related to blood-borne pathogens, confine spaces, emergency egress, fire safety, hearing conservation)
6.7 **Manage work and family responsibilities for the well-being of self and others**	6.7.1 Explore the meaning of work and the meaning of family 6.7.2 Analyze how work life is affected by families and how families are affected by work life 6.7.3 Implement strategies for balancing work and family roles
6.8 **Determine resources needed to produce a given product or provide a given service**	6.8.1 Identify the different types of resources involved in the production of a product or provision of a service (e.g., financial, human, material, equipment) 6.8.2 Create a management plan for the allocation of financial resources to meet financial goals 6.8.3 Plan for the appropriate allocation and use of materials and equipment 6.8.4 Plan for the allocation and use of human resources 6.8.5 Plan for the allocation and use of information and technology needed to make and support decisions 6.8.6 Plan for the allocation and use of natural resources 6.8.7 Plan for the allocation and use of space so as to make the best use of facilities for goal achievement
6.9 **Ensure the quality of products and services**	6.9.1 Identify the importance of individual and organizational productivity in the workplace and how it affects the profitability of the business 6.9.2 Determine the quality- and quality-control standards and procedures required to produce a specific product or provide a specific service 6.9.3 Inspect the production of the product or provision of the service to assure quality levels 6.9.4 Monitor production or products and provision of services 6.9.5 Select equipment and raw materials that will support quality in the process of producing a product or providing a service 6.9.6 Interpret quantitative and qualitative records to identify problems and provide a basis for making decisions about the production of products and provision of services

The student will be able to :	Key Indicators
6.9 **Ensure the quality of products and services**	6.9.7 Provide appropriate documentation regarding the quality of products and services 6.9.8 Identify corrective actions needed to improve the quality of products and services 6.9.9 Create new methods for improving the quality of products and services
6.10 **Utilize an inventory control system to track supplies, materials, and equipment**	6.10.1 Determine the factors, including regulations, that influence the type of control system used 6.10.2 Develop an inventory system 6.10.3 Maintain the inventory system 6.10.4 Report the inventory results
6.11 **Make informed financial decisions**	6.11.1 Identify the need for personal financial management records 6.11.2 Create a budget 6.11.3 Evaluate the effectiveness of the budget 6.11.4 Demonstrate knowledge of how credit affects personal/family finances 6.11.5 identify the steps to follow to avoid credit problems 6.11.6 Make informed consumer choices in response to personal needs and wants 6.11.7 Identify the factors that influence consumer decisions (e.g., advertisements, peer group, price, location) 6.11.8 Recognize the value of company benefits and the importance of retirement planning 6.11.9 Identify the costs and benefits for individuals of various types of taxation at the local, state, and federal levels

Basic Workplace Competencies

AREA 1: Solving Problems and Thinking Skillfully

All individuals, regardless of their career choice, must be able to think and solve problems. They need to be able to initiate action on their own, and direct and modify their own work according to the task at hand. The following competencies specify the knowledge, skills and attitudes necessary for development of the capacity to assess problems and situations, anticipate what might happen next, and continuously search for creative solutions.

Competency –

The student will be able to:	Key Indicators
1.1 **Solve problems and make decisions in work-related situations**	1.1.1 Identify factors that influence problem solving and decision making 1.1.2 Analyze the resource of the problem or the situation requiring a decision 1.1.3 Generate possible alternatives 1.1.4 Analyze possible alternatives 1.1.5 Match problem-solving and decision-making processes to the situation 1.1.6 Use creative thinking processes to support solving problems and making decisions 1.1.7 Justify solution or decision with evidence to support or refute alternatives 1.1.8 Formulate action plans 1.1.9 Implement action plans 1.1.10 Evaluate action taken 1.1.11 Monitor action plans 1.1.12 Adjust action plans as needed
1.2 **Read for information and understanding**	1.2.1 Locate needed information in written materials using formatting cues, skimming, and scanning 1.2.2 Interpret written information, including manuals, graphs, and schedules 1.2.3 Unlock the meaning of unknown or technical vocabulary using standard strategies (e.g., context clues, prefixes, suffixes) 1.2.4 Locate key points, main ideas, relevant details, facts, and specifications in written materials 1.2.5 Judge the accuracy, appropriateness, style, and plausibility of information, proposals, or theories in materials read
1.3 **Use observation skills to analyze work-related situations**	1.3.1 Collect data through sensory perceptions – seeing , hearing, tasting , touching, and smelling 1.3.2 Identify predictable patterns and relationships in given situations 1.3.3 Monitor situations for changes 1.3.4 Identify patterns and relationships that create doubt, uncertainly, difficulty, or disappointment 1.3.5 Devise appropriate response to given situations 1.3.6 Apply past observations to present work-related situations

The student will be able to:	Key Indicators
1.4 **Apply mathematical processes**	1.4.1 Solve mathematical problems involving whole numbers and integers 1.4.2 Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios, and proportions 1.4.3
1.5 **Apply measurement and spatial skills**	1.5.1 Demonstrate knowledge of units of measurement 1.5.2 Select measurement techniques appropriate for given situation 1.5.3 Match measurement tools to measurement requirements 1.5.4 Determine degree of accuracy required for given situation 1.5.5 Analyze implications of the degree of accuracy of various measurements
1.6 **Apply statistical analysis skills**	1.6.1 Estimate probability using standard techniques and formulas 1.6.2 Analyze software options available for statistical data using selected software 1.6.3 Make inferences or predictions based on data analysis 1.6.4 Represent statistical data using tables, charts, and graphs
1.7 **Analyze critical data to guide work activities**	1.7.1 Identify critical data needed 1.7.2 Determine the level of details necessary for various situations according to prescribed procedures (including task analysis; procedural analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operation of processes, equipment and instrumentation) 1.7.3 Ensure that documentation is in compliance with established procedures 1.7.5 Analyze documentation to determine appropriate actions for specific situations
1.8 **Utilize scheduling techniques to ensure that job are completed by the stated due date**	1.8.1 Develop schedules for equipment maintenance 1.8.2 Develop schedules for materials production, handling, and distribution 1.8.3 Develop meeting schedules 1.8.4 Distribute schedules to all concerned personnel 1.8.5 Implement schedules as planned 1.8.6 Make changes in schedules as appropriate
1.9 **Demonstrate knowledge of the economy and how it functions as a whole**	1.9.1 Analyze how individuals and societies make choices to satisfy wants with limited resources 1.9.2 Analyze how factors of production (including land, labor, capital, and entrepreneurship) are used to produce goods and services 1.9.3 Analyze how individuals and households exchange their resources for income in order to buy goods and services 1.9.4 Analyze how individuals and business firms use resources to produce goods and services to generate revenue 1.9.5 Identify the characteristics of command, market, and traditional economics 1.9.6 Analyze how all levels of government assess taxes in order to provide services

The student will be able to:	Key Indicators
1.10 **Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups**	1.10.1 Determine opportunity costs and trade-offs 1.10.2 Identify key individuals and groups that make economic decisions at the local, state, national, and international levels 1.10.3 Identify the important roles that local, state, national, and international governments play in a global economy 1.10.4 Characterize how government decisions affect individuals 1.10.5 Identify how geographic factors affect the political and economic systems of other countries 1.10.6 Analyze how national and international markets allocate goods and services 1.10.7 Analyze how resources, goods, and services, are exchanged in national and international markets 1.10.8 Demonstrate knowledge of competition and how it affects national and international markets 1.10.9 Demonstrate knowledge of supply and demand and how it affects national and international markets

Basic Workplace Competencies

AREA 3: Applying Technology

Technology influences every work environment. To be effective in today's workplace individuals must be able to use the tools of technology to improve productivity and efficiency. Employers seek individuals who have developed technological skills and who stay abreast of the continuously changing technological environment.

Competency –

The student will be able to:	Key Indicators
3.1 **Demonstrate technological literacy**	3.1.1 Demonstrate knowledge of the basic technology systems currently available (e.g., manufacturing technology, organizing and accessing information for technology) 3.1.2 Analyze the interplay of technology with social issues, gender issues, ethics, law, and government 3.1.3 Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs 3.1.4 Analyze the benefits and costs of new developments in technology 3.1.5 Make decisions about the use of technology that improve performance in the workplace, in school, and in the home
3.2 **Access/transmit information using electronic communication systems**	3.2.1 Determine which systems are most appropriate for given situations 3.2.2 Transmit messages electronically 3.2.3 Access information electronically (e.g., via information services, CD-ROMs, laser disks, videos, and he Internet) 3.2.4 Conduct searches electronically 3.2.5 Participate in electronic discussion groups
3.3 **Demonstrate computer literacy**	3.3.1 Use the hardware, software, and online services that will produce the desired results 3.3.2 Comply with ethical standards in the acquisition, organization, analysis, and communication of information 3.3.3 Keep informed of legal parameters regarding computers 3.3.4 Provide routine maintenance and repair of computer hardware and software
3.4 **Use database software in work-related situations**	3.4.1 Demonstrate knowledge of the functions and features of database software 3.4.2 Identify the type of data needed 3.4.3 Determine the best database to aid in the collection, tabulation, synthesis, and evaluation of the particular data identified 3.4.4 Locate needed operations information using software documentation or help functions 3.4.5 Work within database for the specified purpose 3.4.6 Access needed information from the database 3.4.7 Select report design for presenting data

The student will be able to:	Key Indicators
3.5 **Use spreadsheet software in work-shared situations.**	3.5.1 Demonstrate knowledge of the functions and features of spreadsheet software 3.5.2 Identify the type of data needed 3.5.3 Determine the best spreadsheet to aid in the collection, tabulation, synthesis and evaluation of the identified data 3.5.4 Locate needed operations information using software documentation or help functions 3.5.5 Input information into spreadsheet for the specified purpose 3.5.6 Analyze data 3.5.7 Interpret results
3.6 **Use word-processing software in work-related situations.**	3.6.1 Demonstrate knowledge of the functions and features of word-processing software 3.6.2 Construct word-processed documents for the specified purpose 3.6.3 Locate needed operations information using software documentation or help functions 3.6.4 Integrate databases, spreadsheets, graphics, and desktop publishing files into word-processed documents 3.6.5 Edit documents using available software features and functions

Basic Workplace Competencies

AREA 4: Working Responsibly

Work organizations value employees who possess the ability to work with diverse groups of people and who are able to lead others toward the achievement of common goals. Individuals must demonstrate self-direction, and a positive work ethic – exhibiting honesty, initiative, and dependability. In addition, they should understand the importance of ethical conduct and the role of ethics in professional organizations and work environments

Competency –

The student will be able to :	Key Indicators
4.1 **Demonstrate leadership**	4.1.1 Identify a variety of leadership strategies 4.1.2 Demonstrate leadership qualities 4.1.3 Distinguish between the uses of leadership and management 4.1.4 Analyze the factors influencing choice of leadership strategy in a given situation 4.1.5 Collaborate with others to accomplish goals
4.2 **Contribute to teamwork**	4.2.1 Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning preferences) 4.2.2 Demonstrate concern for each term member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus) 4.2.3 Complete aspects of assigned tasks according to team-established procedures and within specific time lines 4.2.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self-expression, and bring forth new ideas and opinions 4.2.5 Evaluate the team's efforts
4.3 **Choose ethical courses of action in all work assignments and personal interactions**	4.3.1 Establish a personal code of ethics 4.3.2 Ensure that personal code of ethics s consistent with the professional code of ethics of the chosen profession 4.3.3 Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, justice) 4.3.4 Identify consequences of unethical conduct 4.3.5 Recognize conflict between personal/professional ethics and the ethics of others 4.3.6 Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity) 4.3.7 Identify strategies for responding to the unethical actions of individuals and organizations

The student will be able to :	Key Indicators
4.4 **Demonstrate the work ethic**	4.4.1 Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride) 4.4.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding of job expectations, self motivation, honesty) 4.4.3 Determine own role within the company's mission 4.4.4 Participate in required and voluntary professional development to benefit of employer and self 4.4.5 Display a sense of personal responsibility for the welfare of he company and colleagues (including health, safety, environmental concerns)
4.5 **Comply with the confidentiality requirements of workplace policies and procedures**	4.5.1 Identify types of confidential information (including mail and information about personnel, customers, company) 4.5.2 Maintain records on the distribution of information using established format and procedures 4.5.3 Provide information only to authorized personnel, whether transmitted physically or via technology 4.5.4 Inspect returned materials for completeness 4.5.5 Identify the consequences of a breach of confidentiality
4.6 **Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)**	4.6.1 Recognize the differences associated with diversity and the implications of those differences 4.6.2 Demonstrate effective interpersonal skills in working with others of different backgrounds 4.6.3 Express feelings, actions, and ideas respectfully 4.6.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences 4.6.5 Demonstrate respect for diverse international business practices and etiquette

Basic Workplace Competencies

AREA 2: Communicating Effectively

Effective communication is essential to workplaces, communities, and families. Employees wit positive communication skills contribute to organizational productivity, enhance interpersonal relationships with coworkers and clients, and create opportunities for promotion and advancement.

Competency –

The student will be able to:	Key indicators
2.1 **Apply basic communication skills**	2.1.1 Guide communication activities using established rules for grammar, word usage, spelling, and sentence construction 2.1.2 Select communication style appropriate to audience and situation 2.1.3 Present messages in a form that assists recipient's understanding (e.g., speak and write clearly and concisely, write legibly) 2.1.4 Locate needed information using communications reference tools (e.g., dictionary, thesaurus, style manual, word division guide) 2.1.5 Interpret oral, written, and nonverbal messages 2.1.6 Follow written and oral instructions 2.1.7 Clarify messages received (e.g., through paraphrasing, questioning) 2.1.8 Communicate basic message in a language other than English
2.2 **Apply oral communication skills**	2.2.1 Apply basic communication skills in communicating orally 2.2.2 Use nonverbal techniques to reinforce the intended verbal message 2.2.3 Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc. 2.2.4 Supplement oral communication with other forms of communication (including graphic, written, artistic) 2.2.5 Demonstrate sensitivity to cultural diversity (e.g., accepted variations in distance between speakers, use of eye contact, meaning of gestures; bias-free language) 2.2.6 Adjust delivery according to perceived reception
2.3 **Apply written communication skills**	2.3.1 Apply basic communication skills in communicating in written form 2.3.2 Organize information into the appropriate format in accordance with standard practices (including prewriting, drafting, proofreading, editing/revising, preparing final copy/publishing) 2.3.3 Incorporate creative and original elements (e.g., unique writing style, content, layout) in the written product 2.3.4 Supplement written communication with other forms of communication (including graphic, oral, artistic) 2.3.5 Demonstrate sensitivity to cultural diversity 2.3.6 Use technology (e.g., spelling checkers) to enhance accuracy
2.4 **Apply technical writing skills**	2.4.1 Apply basic communication skills 2.4.2 Consider topic in relation to the audience and purpose 2.4.3 Determine when graphics, charts, and sketches are needed to support and clarify text 2.4.4 Present information in a clear and concise manner

The student will be able to:	Key indicators
2.5 **Apply listening skills**	2.5.1 Identify major points of the message (including key information, directions, specific details) 2.5.2 Determine real needs or goals by attending to both verbal and nonverbal messages 2.5.3 Differentiate between facts, opinions, and feelings 2.5.4 Document message using standard note-taking techniques 2.5.5 Overcome communication barriers 2.5.6 Clarify communication by rephrasing statements, asking questions, showing empathy, and interpreting both verbal and nonverbal information
2.6 **Apply demonstration/ presentation skills**	2.6.8 Present the results of an investigation 2.6.9 Demonstrate the operation of equipment or facilities and/or given techniques and procedures 2.6.10 Communicate possible problems, processes, and solutions 2.6.11 Demonstrate knowledge of the topic(s) to be communicated 2.6.12 Use self-expression appropriate to the situation (including grooming, adjustment of behavior, expression of feelings and ideas) 2.6.13 Convey information to audience according to accepted business communication practices 2.6.14 Adjust communication according to audience feedback
2.7 **Apply graphic communication skills**	2.7.1 Apply basic communication skills in communicating through graphics 2.7.2 Ensure that all information is accurate and complete 2.7.3 Specify graphics needed to support presentations 2.7.4 Communicate information using graphics in, print, poster, or transparency form 2.7.5 Communicate information using slides prepared with presentation software 2.7.6 Incorporate creative and original elements into graphics 2.7.7 Employ effective design techniques in development of graphics (including space, lines, shading, shaping, symbols) 2.7.8 Demonstrate cultural diversity
2.8 **Apply artistic communication skills**	2.8.1 Apply basic communication skills in communicating artistically 2.8.2 Participate in a wide variety of experiences that expose self to an appreciation of the arts disciplines-dance, music, theater, and the visual arts 2.8.3 Analyze exemplary works through the relationship between artistic practices, products, and perspectives 2.8.4 Interpret historical and modern artifacts 2.8.5 Demonstrate artistic and creative techniques of production and performance 2.8.6 Create an original artifact or performance that demonstrate an understanding of history and culture

The student will be able to:	Key indicators
2.9 **Convey information through multimedia presentations**	2.9.1 Organize content based on purpose and audience 2.9.2 Evaluate which set of procedures, tools, or equipment will produce the desired results 2.9.3 Produce a presentation, including designing, creating, importing data and graphics, editing, formatting, and sequencing 2.9.4 Operate multimedia equipment 2.9.5 Apply problem-solving techniques to resolve problems encountered in the process of designing and implementing multimedia presentations
2.10 **Create graphs and charts**	2.10.1 Access sources of needed information 2.10.2 Select data for inclusion 2.10.3 Convert data into chosen graphical format 2.10.4 Ensure that the results are correctly represented (including font, scale, size) 2.10.5 Draw conclusions from information presented in graphs and charts
2.11 **Build interpersonal relationships**	2.11.1 Demonstrate knowledge of the components of effective communication 2.11.2 Relate to people of different ages, abilities, genders, cultures, and behavior styles 2.11.3 Demonstrate caring, empathy, and appreciation for others 2.11.4 Communicate personal feelings, needs, and ideas constructively 2.11.5 Demonstrate effective listening skills 2.11.6 Manage conflict and stress