

GRADE LEVEL: 9<sup>th</sup> & 10<sup>th</sup>

SUBJECT: Preparing for College &amp; Careers

DATE: 2017-2018

GRADING PERIOD: Q1

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Exploring Self</b>					
<b>Students evaluate personal characteristics to develop and refine a personal profile.</b> <ul style="list-style-type: none"> <li>• Personal and family standards, values and ethics</li> <li>• Community standards, values, and ethics</li> </ul>	<b>PCC-1.1</b> Assess personal, family and community standards, values and ethics. <b>Example:</b> Trust, loyalty, right vs. wrong	<ul style="list-style-type: none"> <li>• Assess personal, family and community standards, values and ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal values inventory</li> <li>• Values collage</li> <li>• Self-awareness writing/questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Values               <ul style="list-style-type: none"> <li>-Instrumental</li> <li>-Intrinsic</li> </ul> </li> <li>• Work-related</li> <li>• Ethics               <ul style="list-style-type: none"> <li>-Normative</li> <li>-Applied</li> </ul> </li> <li>• Strengths</li> <li>• Weaknesses</li> <li>• Character</li> <li>• Self-awareness</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Personal aptitudes</li> <li>• Traits</li> <li>• Interests</li> <li>• Skills</li> </ul>	<b>PCC-1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills. <b>Examples:</b> Intelligence, emotional, mechanical. Examples: 4 Domains of Personality	<ul style="list-style-type: none"> <li>• Analyze personal aptitudes, traits, interests, attitudes, and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Aptitudes inventory</li> <li>• Aptitudes/experience writing</li> <li>• Online aptitude test</li> <li>• Myers-Briggs personality test</li> <li>• 16 personality types inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Aptitude</li> <li>• Personality</li> <li>• Myers- Brigg Indicators</li> <li>• 4 Domains of Personality</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Personal priorities</li> <li>• Goals for life and careers</li> </ul>	<b>PCC-1.3</b> Determine personal priorities and goals for life and career. <b>Examples:</b> Goal- get an 85% on next math test	<ul style="list-style-type: none"> <li>• Determine personal priorities and goals for life and career.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals for school</li> <li>• Goals for personal life</li> <li>• Goals for career</li> </ul>	<ul style="list-style-type: none"> <li>• Goals               <ul style="list-style-type: none"> <li>-Personal</li> <li>-Professional</li> </ul> </li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Learning styles: Visual, Auditory, Tactile, Kinesthetic</li> <li>Lifelong learning</li> </ul>	<p><b>PCC-1.4</b> Determine learning style preferences and their application to lifelong learning.</p> <p><b>Examples:</b> Personal learning styles, characteristics of learning styles.</p>	<ul style="list-style-type: none"> <li>Determine learning style preferences.</li> <li>Apply learning styles to lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning styles inventory</li> <li>Life-long learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Learning style               <ul style="list-style-type: none"> <li>-Visual</li> <li>-Auditory</li> <li>-Tactile/Kinesthetic</li> </ul> </li> <li>Life-long learning</li> </ul>	IMPORTANT
<b>Exploring Careers</b>					
<p><b>Students investigate one or more Career Clusters and Indiana's College and Career Pathways, based on individual interests, to further define career goals.</b></p> <ul style="list-style-type: none"> <li>Roles, functions, education, and training requirements of various career options</li> <li>Career clusters</li> <li>Career cluster pathways</li> </ul>	<p><b>PCC-2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.</p>	<ul style="list-style-type: none"> <li>Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Career clusters &amp; career pathway road map               <ul style="list-style-type: none"> <li>-Roles of selected careers</li> <li>-Education &amp; training</li> <li>-Benefits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Career clusters               <ul style="list-style-type: none"> <li>-16 Career Clusters</li> </ul> </li> <li>Career pathways</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Career trends, options and opportunities for employment</li> <li>• Career trends, options and opportunities for entrepreneurial endeavors</li> </ul>	<b>PCC- 2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways.	<ul style="list-style-type: none"> <li>• Analyze career trends, options and opportunities for employment for selected career clusters and pathways.</li> <li>• Analyze career trends, options and opportunities for entrepreneurial endeavors for selected career clusters and pathways.</li> </ul>	<ul style="list-style-type: none"> <li>• Career trend research</li> <li>• Entrepreneur research</li> </ul>	<ul style="list-style-type: none"> <li>• Career trends</li> <li>• Entrepreneur</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</li> </ul>	<b>PCC-2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.	<ul style="list-style-type: none"> <li>• Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.</li> <li>• Compare and contrast opportunities for growth and change in selected careers and pathways with individual personality traits identified in PCC Domain 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Career cluster project with rubric, comparing and contrasting 1 or more career and/or pathway.</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Technology and resources to research and organize information about careers</li> </ul>	<p><b>PCC-2.4</b> Integrate appropriate technology and resources to research and organize information about careers.</p> <p><b>Examples:</b> Important use of authentic/quality research sources</p>	<ul style="list-style-type: none"> <li>Integrate appropriate technology and resources to research and organize information about careers.</li> </ul>	<ul style="list-style-type: none"> <li>Compile research from approved sources to use in a research project.</li> </ul>	<ul style="list-style-type: none"> <li>Authentic/quality research</li> <li>Governmental resources</li> <li>Occupational Outlook Handbook</li> <li>O*Net</li> <li>Indiana Career Explorer</li> </ul>	CRITICAL
<b>Exploring College &amp; Career and Postsecondary Options</b>					
<p><b>Students analyze college and other postsecondary options to know what educational opportunities are available after high school.</b></p> <ul style="list-style-type: none"> <li>Postsecondary educational options</li> <li>Technical programs</li> <li>Apprenticeships</li> <li>Military</li> </ul>	<p><b>PCC-3.1</b> Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs.</p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs.</li> <li>Compare and contrast postsecondary education options.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment: Compare and contrast postsecondary education options</li> </ul>	<ul style="list-style-type: none"> <li>Postsecondary</li> <li>Military</li> <li>Community/Junior College</li> <li>Trade/Technical Schools</li> <li>Technical Certificate Options</li> <li>Apprenticeship</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Public college</li> <li>• Private college</li> <li>• Other educational options</li> </ul>	<b>PCC-3.2</b> Examine public and private colleges and other postsecondary educational options.	<ul style="list-style-type: none"> <li>• Examine public and private colleges and other postsecondary educational options.</li> </ul>	<ul style="list-style-type: none"> <li>• Online virtual college tours</li> <li>• Online scavenger hunt</li> <li>• Technical program vs apprenticeship</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Statewide resources available to explore college and postsecondary options</li> </ul>	<b>PCC-3.3</b> Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.</li> </ul>	<ul style="list-style-type: none"> <li>• College resource project</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Cost of postsecondary educational options and various financial aid options</li> </ul>	<b>PCC-3.4</b> Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the cost of postsecondary educational options.</li> <li>• Demonstrate knowledge of the various financial aid options.</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of living at 4 year university vs 2 year/community college</li> </ul>	<ul style="list-style-type: none"> <li>• Financial aid</li> <li>• Scholarship</li> <li>• Grant</li> <li>• Public vs private loans</li> <li>• Subsidized loans</li> <li>• Unsubsidized loans</li> <li>• Perkins loans</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Making Decisions</b>					
<b>Students apply higher order thinking and problem solving processes to make decisions about education, life and career.</b> <ul style="list-style-type: none"> <li>• Skills for questioning and posing problems</li> <li>• Skills for thinking independently</li> <li>• Skills for communicating decisions with clarity and precision</li> </ul>	<b>PCC-4.1</b> Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision.	<ul style="list-style-type: none"> <li>• Demonstrate skills for questioning and posing problems.</li> <li>• Demonstrate skills for thinking independently.</li> <li>• Demonstrate skills for communicating decisions with clarity and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Steps to the decision-making process for individual and collaborative decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making Process</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Choices, options and consequences of life</li> <li>• Choices, options and consequences of career decisions</li> </ul>	<b>PCC-4.2</b> Analyze choices, options and consequences of life and career decisions.	<ul style="list-style-type: none"> <li>• Analyze choices, options, and consequences of life.</li> <li>• Analyze choices, options, and consequences of career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Options and choices that influence life and career decisions               <ul style="list-style-type: none"> <li>-Family working tree</li> </ul> </li> <li>• Consequences of what if I did this or that.               <ul style="list-style-type: none"> <li>-Positive &amp; Negative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consequences</li> <li>• Opportunity cost</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Decision-making process to identify short- and long-term life and career goals</li> </ul>	<b>PCC-4.3</b> Apply a decision-making process to identify short- and long-term life and career goals.	<ul style="list-style-type: none"> <li>Apply a decision-making process to identify short- and long-term life and career goals.</li> </ul>	<ul style="list-style-type: none"> <li>Decision making process of short- term goal</li> <li>Decision making process of long-term goal</li> </ul>	<ul style="list-style-type: none"> <li>SMART Goals               <ul style="list-style-type: none"> <li>-Specific</li> <li>-Measurable</li> <li>-Attainable</li> <li>-Realistic</li> <li>-Time</li> </ul> </li> <li>Short &amp; long term</li> </ul>	CRITICAL
<b>Making a Plan</b>					
<b>Students create flexible plans of action for achieving personal goals through secondary education, college, career and life.</b> <ul style="list-style-type: none"> <li>Core 40 Diploma</li> <li>Honors Diploma</li> <li>Graduation plan</li> </ul>	<b>PCC-5.1</b> Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.	<ul style="list-style-type: none"> <li>Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.</li> </ul>	<ul style="list-style-type: none"> <li>Create a high school graduation plan</li> </ul>	<ul style="list-style-type: none"> <li>Core 40 Diploma</li> <li>Core 40 with Academic Honors Diploma</li> <li>Core 40 with Technical Honors</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Decision- making process to make a plan for postsecondary education</li> <li>Decision-making process to make a plan for a career</li> </ul>	<b>PCC-5.2</b> Apply decision-making processes to making a plan for postsecondary education and career.	<ul style="list-style-type: none"> <li>Apply decision-making processes to making a plan for postsecondary education.</li> <li>Apply decision-making processes to making a plan for a career.</li> </ul>	<ul style="list-style-type: none"> <li>Create a postsecondary plan for education and/or career while using past graduation plan</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Career plan</li> <li>• Life-long learning</li> <li>• Advancement options</li> </ul>	<b>PCC-5.3</b> Design a flexible career plan that incorporates life-long learning and career advancement options.	<ul style="list-style-type: none"> <li>• Design a flexible career plan that incorporates life-long learning and career advancement options.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career plan using one of the careers with your list of aptitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Life-long learning</li> <li>• Career advancement</li> <li>• Career technical education (CTE)</li> <li>• Dual-credit</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• High school graduation plan</li> <li>• Post-secondary plan</li> <li>• College &amp; career pathways options</li> </ul>	<b>PCC- 5.4</b> Evaluate high school graduation plan, post-secondary plan and career plans in light of decisions about college and career pathways and options.	<ul style="list-style-type: none"> <li>• Evaluate high school graduation plan in light of decisions about college and career pathways and options.</li> <li>• Evaluate post-secondary plan in light of decisions about college and career pathways and options.</li> <li>• Evaluate career plans in light of decisions about college and career pathways and options.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise previous plans to show growth throughout the semester</li> </ul>		IMPORTANT



GRADE LEVEL: 9<sup>th</sup> & 10<sup>th</sup>

SUBJECT: Preparing for College &amp; Careers

DATE: 2017-2018

MONTH/GRADING PERIOD: Q2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Personal Skills</b>					
<b>Students demonstrate personal skills needed for success in personal, family, community, and career aspects of life.</b> <ul style="list-style-type: none"> <li>• Roles, responsibilities, relationships, and changing priorities</li> <li>• Strategies for incorporating feedback</li> </ul>	<b>PCC-6.1</b> Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities. <ul style="list-style-type: none"> <li>-Evaluate strategies for incorporating feedback and change in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities.</li> <li>• Evaluate strategies for incorporating feedback and change in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing activity</li> </ul>	<ul style="list-style-type: none"> <li>• Ambiguity</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Tactical goals</li> <li>• Strategic goals</li> <li>• Past experiences</li> <li>• Lifelong learning opportunities</li> </ul>	<b>PCC-6.2</b> Prioritize tactical (short-term) and strategic (long-term) goals. <ul style="list-style-type: none"> <li>-Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize tactical (short-term) and strategic (long-term) goals.</li> <li>• Demonstrate initiative to assess past experiences.</li> <li>• Demonstrate initiative to assess plan future progress.</li> <li>• Demonstrate initiative to expand lifelong learning opportunities to advance skill levels towards a professional level.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of independent work</li> <li>• Create plans (educational, life and career) based on past experiences for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Tactical</li> <li>• Strategic</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Cultural differences</li> <li>• Social and cultural backgrounds</li> </ul>	<p><b>PCC-6.3</b> Interact effectively with others in a respectable, professional manner being mindful of cultural differences.</p> <ul style="list-style-type: none"> <li>-Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</li> <li>-Respond open-mindedly to different ideas and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond open-mindedly to different ideas and values.</li> <li>• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast social differences between the United States and other countries.</li> <li>• Compare and contrast cultural differences in work ethic between the United States and other countries.</li> <li>• Compare and contrast quality of work in the United States to other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural difference</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Attributes associated with producing high quality products including the abilities to:               <ul style="list-style-type: none"> <li>-Work positively and ethically</li> <li>-Manage time and projects effectively</li> <li>-Participate actively, as well as be reliable and punctual</li> <li>-Present oneself professionally and with proper etiquette</li> <li>-Collaborate and cooperate effectively in teams</li> <li>-Be accountable for results</li> </ul> </li> </ul>	<b>PCC-6.4</b> Demonstrate additional attributes associated with producing high quality products. <ul style="list-style-type: none"> <li>-Work positively and ethically</li> <li>-Manage time and projects effectively</li> <li>-Participate actively, as well as be reliable and punctual</li> <li>-Present oneself professionally and with proper etiquette</li> <li>-Collaborate and cooperate effectively in teams</li> </ul>	<ul style="list-style-type: none"> <li>• Work positively and effectively.</li> <li>• Manage time and projects effectively.</li> <li>• Participate actively, and be reliable and punctual.</li> <li>• Present oneself professionally.</li> <li>• Collaborate and cooperate effectively in teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Interpersonal and problem-solving skills</li> <li>• Integrity and ethical behavior</li> <li>• Influence and power</li> </ul>	<b>PCC-6.5</b> Demonstrate interpersonal and problem-solving skills to influence and guide others toward a goal. <ul style="list-style-type: none"> <li>-Demonstrate integrity and ethical behavior in using influence and power.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate interpersonal and problem-solving skills to influence and guide others toward a goal.</li> <li>• Demonstrate integrity and ethical behavior in using influence and power.</li> </ul>	<ul style="list-style-type: none"> <li>• Group project-working with others to encourage goal setting toward a common goal (graduation).</li> <li>• Group project-working with others to encourage integrity and ethical behavior to reach your goals. Example: not cheating on class assessments</li> </ul>		IMPORTANT
<b>Employability Skills</b>					
<b>Students demonstrate knowledge and skills needed to navigate life and work environments in the global economy.</b> <ul style="list-style-type: none"> <li>-Career opportunity research</li> <li>-Personal and career portfolio</li> <li>-Interviewing</li> <li>-Networking</li> </ul>	<b>PCC-7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment. <ul style="list-style-type: none"> <li>-Career opportunity research</li> <li>-Personal and career portfolio</li> <li>-Interviewing</li> <li>-Networking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge needed for seeking employment.</li> <li>• Demonstrate skills needed for employment.</li> <li>• Demonstrate attitudes needed for seeking employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Indiana Career Explorer checklist</li> </ul>		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>• Skills needed for effective communication in school</li> <li>• Skills needed for effective communication in life</li> <li>• Skills needed for effective communication in career settings</li> </ul>	<b>PCC- 7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings.	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and skills needed for effective communication in school.</li> <li>• Demonstrate knowledge and skills needed for effective communication life.</li> <li>• Demonstrate knowledge and skills needed for effective communication in career settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of college/career research in front of class</li> </ul>		IMPORTANT
<ul style="list-style-type: none"> <li>• Understanding of employer expectations</li> <li>• Understanding of employee expectations</li> </ul>	<b>PCC- 7.3</b> Demonstrate understanding of employer and employee expectations.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of employer and employee expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Indiana Career Explorer checklist</li> </ul>		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Standards of legal and ethical behavior in human issues</li> <li>Standards of legal and ethical behavior in cultural issues</li> <li>Standards of legal and ethical behavior in societal issues</li> </ul>	<p><b>PCC- 7.4</b> Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship.</p>	<ul style="list-style-type: none"> <li>Demonstrate standards of legal and ethical behavior in human issues related to technology and digital citizenship.</li> <li>Demonstrate standards of legal and ethical behavior in cultural issues related to technology and digital citizenship.</li> <li>Demonstrate standards of legal and ethical behavior in societal issues related to technology and digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast the differences between the United States and other countries legal and ethical issues related to technology and digital citizenship</li> </ul>		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<ul style="list-style-type: none"> <li>Personal appearance, attire, grooming, and etiquette for special school, life, and career settings</li> </ul>	<b>PCC- 7.5</b> Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special school, life and career settings.	<ul style="list-style-type: none"> <li>Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special school settings</li> <li>Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special life settings.</li> <li>Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special career settings.</li> </ul>	<ul style="list-style-type: none"> <li>Professional business attire presentation</li> </ul>	<ul style="list-style-type: none"> <li>Etiquette</li> </ul>	ADDITIONAL