

Module 1: Getting to Know the *Kentucky Academic Standards for Career Studies and Financial Literacy*

Facilitator's Guide

Spring 2020

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Module Overview:

The Getting to Know the *Kentucky Academic Standards for Career Studies* Module, developed by the Kentucky Department of Education, contains the materials to be used in work sessions at the district, school, or department level. These sessions are intended to support the successful transition to and implementation of the *Kentucky Academic Standards (KAS) for Career Studies* in classrooms across the state.

The duration, scope and sequence of the module sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as stand-alone lessons or within the progression of the module as written.

Materials:

The following materials are part of this module:

- Getting to Know the *KAS for Career Studies* Facilitator's Guide
- Getting to Know the *KAS for Career Studies* slide presentation

Participants will need a copy of the KAS for Career Studies.

All materials are available on the KDE website at kystandards.org.

Goals:

The goals of the Getting to Know the *KAS for Career Studies* Module are for districts and schools to:

- Build a shared understanding of the *KAS for Career Studies* document.
- Consider how the *KAS for Career Studies* can support teachers in designing real-world, standards-aligned instruction and grade-level assignments.
- Experience how the changes in the *KAS for Career Studies* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed to implement the new *KAS for Career Studies*.

Intended Audiences:

Participants

Module participants may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

Facilitators

Module session facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators, and classroom teachers.

Using This Facilitator’s Guide

This facilitator’s guide provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new *KAS for Career Studies* and guidance on talking points to use with the provided slideshows.

As you work through Module 1, there will be activities provided to aid in developing participant knowledge and familiarity with the *KAS for Career Studies*. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

Helpful Hint

The implementation of the *KAS for Career Studies* will cause Kentucky educators to face changes in instructional practices amidst this transition. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants. And that is okay.

Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, “Every teachable moment doesn’t need to be a teachable moment in that moment.” Use these moments to encourage participants to attend future work sessions where those questions will be addressed. If participants ask questions you are not prepared to answer, offer to follow up on that during the next work session. Questions may be submitted to standards@education.ky.gov.

Planning Ahead

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them. Here is a [sample email invitation](#) to get you started.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting. (See below for Participant Documents Needed.)
- Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion.
- Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the *KAS for Career Studies*.
- Consider how you might handle participants who may not attend all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

Preparation

Participant Documents Needed:

- Ask participants to plan regarding how they will feel most comfortable engaging with the *KAS for Career Studies*, either:
 - A device with access to the PDF bookmarked *KAS for Career Studies*
 - A hard copy of the *KAS for Career Studies* (at least one per team)

Facilitator Work Session Supplies Needed:

- Computer with Getting to Know *the KAS for Career Studies* slide presentation
- Technology with projection capability
- Copies of the participant handouts needed for the session.
- Parking Lot for questions - This may be a poster on which participants can write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.
- Self-Sticking Notes (optional)
- Poster paper (optional)
- Highlighters and/or colored pens/markers (optional)

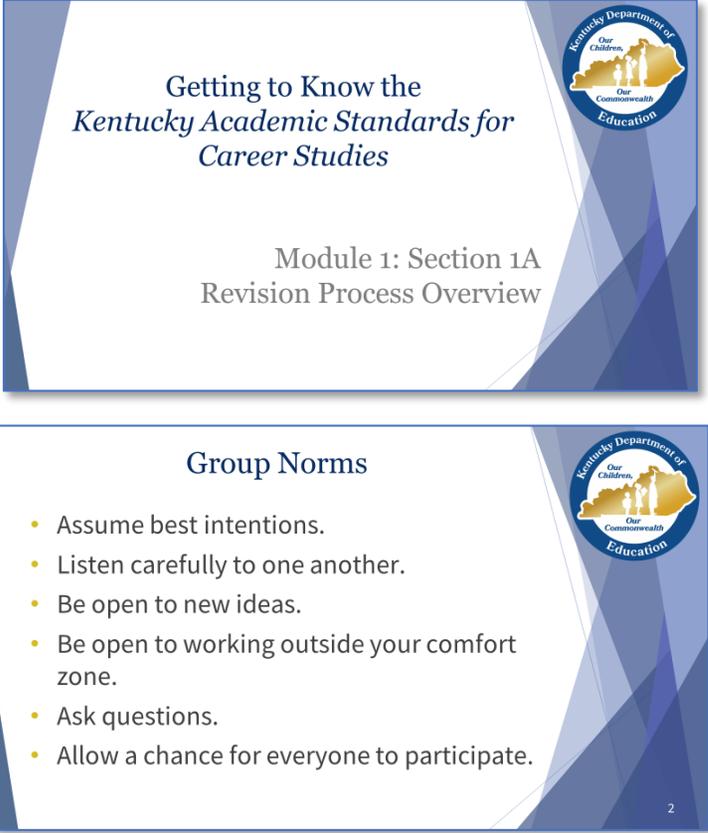
Work Session Suggestion

Building a Community

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals, and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions, and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 1 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.

Module 1: Getting to Know the Kentucky Academic Standards (KAS) for Career Studies

Section 1A: Revision Process Overview

| Facilitator Notes | Accompanying Slide(s) |
|---|--|
| <p><i>Officially welcome the participants. Introduce yourself (if necessary).</i></p> <p>Explain: Module 1 is intended to introduce the new <i>KAS for Career Studies</i>. Most recently, the document containing the standards for Career Studies was known as the <i>Kentucky Academic Standards for Vocational Studies</i>; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the <i>Kentucky Academic Standards for Career Studies</i>.</p> <p>Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.</p> <p>Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.</p> |  <p>Getting to Know the <i>Kentucky Academic Standards for Career Studies</i></p> <p>Module 1: Section 1A Revision Process Overview</p> <p>Group Norms</p> <ul style="list-style-type: none">• Assume best intentions.• Listen carefully to one another.• Be open to new ideas.• Be open to working outside your comfort zone.• Ask questions.• Allow a chance for everyone to participate. |

Facilitator Notes

If the question is pressing and doesn't appear to be addressed in the sections of Module 1, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov.

Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide.

Explain: The standards revision process occurs on a six-year rotation per the directive of Senate Bill 1 (2017). These six main requirements from the law guided the work. The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards.

Move on by explaining: Section 1A of Module 1 provides an overview of the standards revision process as required by Senate Bill 1 (2017) and the role that classroom teachers played in the revision process. Two essential questions will be answered by the end of Section 1A. Read the questions on the slide.

Explain: The standards revision process occurs on a six-year rotation per the directive of Senate Bill 1 (2017). These six main requirements from the law guided the work. The standards writers were intentional and thoughtful in meeting the requirements of the law. For example, they took great care in communicating expectations clearly and concisely to all stakeholders, while at the same time providing supports that are intended to aid teachers in aligning their instruction to the standards.

Accompanying Slide(s)

Revision Process Overview
Essential Questions

- Why were the standards revised?
- What was the process for the revision?

Kentucky Department of Education
Our Children. Our Commonwealth.

3

SB1 (2017) Standards Revision Requirements

The standards revision to the content standards shall:

- Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- Result in fewer, but more in-depth standards to facilitate mastery learning;
- Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
- Be based on evidence-based research;
- Consider international benchmarks; and
- Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level.

Facilitator Notes

Explain: The standards revision work was completed by two different groups. One group was responsible for the Career Studies standards. A second group was responsible for developing standards required by the KRS 158.1411 high school graduation requirement for Financial Literacy.

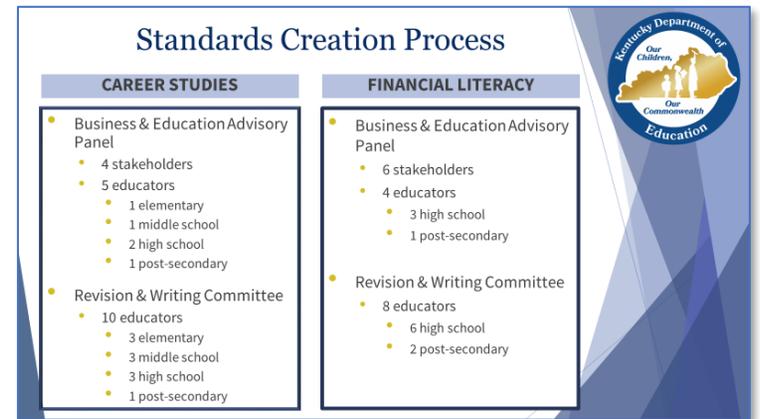
Both teams consisted of Kentucky educators and community partners from across the state. Over 200 Kentucky teachers and community partners applied to be on the writing teams.

Note the number of business partners (stakeholders) on the BE Advisory Panels. This was to ensure students were informed and prepared for their next transition. Also note the make-up of educators. The career studies team included teachers from kindergarten through post-secondary. Because the financial literacy team was only responsible for creating standards to meet the graduation requirement, members only consisted of high school and post-secondary educators. However, their work was used to inform the work of the career studies team to ensure alignment in the financial literacy domain K-12.

This slide describes the wide range of experience of the educators and business partners.

A list of the writing committee members is found in the Resources section of the *KAS for Career Studies*.

Accompanying Slide(s)



The slide titled "Standards Creation Process" features the Kentucky Department of Education logo in the top right corner. It is divided into two columns: "CAREER STUDIES" and "FINANCIAL LITERACY".

| CAREER STUDIES | FINANCIAL LITERACY |
|--|---|
| <ul style="list-style-type: none">Business & Education Advisory Panel<ul style="list-style-type: none">4 stakeholders5 educators<ul style="list-style-type: none">1 elementary1 middle school2 high school1 post-secondaryRevision & Writing Committee<ul style="list-style-type: none">10 educators<ul style="list-style-type: none">3 elementary3 middle school3 high school1 post-secondary | <ul style="list-style-type: none">Business & Education Advisory Panel<ul style="list-style-type: none">6 stakeholders4 educators<ul style="list-style-type: none">3 high school1 post-secondaryRevision & Writing Committee<ul style="list-style-type: none">8 educators<ul style="list-style-type: none">6 high school2 post-secondary |



The slide titled "Development Team Members" features the Kentucky Department of Education logo in the top right corner. It lists the members represented:

- Academic and Career and Technical Educators
- Associated General Contractors of America (AGC)
- Chamber of Commerce
- Council for Economic Education
- Office of KY State Treasurer Allison Ball
- Entrepreneurs
- Financial Professionals
- Jumpstart

Facilitator Notes

Explain: The role of the Business & Education Advisory Panel (BE) for both the Career Studies and Financial Literacy writing teams was to determine the critical domain and/or corresponding strands.

The role of the Revision & Writing Committee (RWC) for both the Career Studies and Financial Literacy writing teams was to use the guidance from the BE Advisory Panel to create the individual standards.

Accompanying Slide(s)

Committee Roles

- Business & Education Advisory Panel (BE)** determined the framework that included:
 - critical domains
 - corresponding strands
- Revision & Writing Committee (RWC)** used the guidance from the BE panel to create the standards

DOMAIN →

STRAND →

STANDARD →

| FINANCIAL LITERACY | |
|------------------------------------|--|
| INTERMEDIATE - GRADES 4-8 | |
| CAREER, EDUCATION & ECONOMIC | |
| FL.1.1 | Compare the financial impacts of a career choice. (e.g., financial goals, desired lifestyle, values) |
| FL.1.2 | Identify ways people earn income (e.g., wages, salaries, tips) |
| CREDIT & DEBT | |
| FL.1.3 | Explain how credit is used as a basic financial tool |
| FL.1.4 | Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees) |
| DECISION MAKING & MONEY MANAGEMENT | |
| FL.1.5 | Identify factors and experiences such as role models and peer pressure, that affect spending patterns |
| FL.1.6 | Develop a basic budget which includes income, expenses and savings for a specific purpose |
| FL.1.7 | Explain how financial management is needed to meet the goals of individuals and families by: <ul style="list-style-type: none"> describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., 529 plan, bank account) analyzing goals related to money that might affect individuals and families and their values |
| SAVING & INVESTING | |
| FL.1.8 | Explain how investing puts money to work to earn more money for the future |
| FL.1.9 | Describe reasons (e.g., financial goals) people invest for the future |
| MONEY & THE ECONOMY | |
| FL.1.10 | Compare different payment methods (e.g., writing a check, using a debit or credit card, paying online or with a mobile device) |
| FL.1.11 | Describe various services (e.g., deposits, check cashing) provided by financial institutions (e.g., banks, credit unions) |
| FL.1.12 | Explain that people are required to pay taxes for which they receive government services |
| INSURANCE & RISK MANAGEMENT | |
| FL.1.14 | Identify the purpose of insurance and give examples of financial risks that are covered by insurance |
| FL.1.15 | List types of personal information that should not be disclosed to others in person or online |

Explain: The writers had a clear vision of the purpose, function and goals of the KAS for Career Studies document.

NOTE: If participants would like more information on the standards revision process, direct them to the following sites:

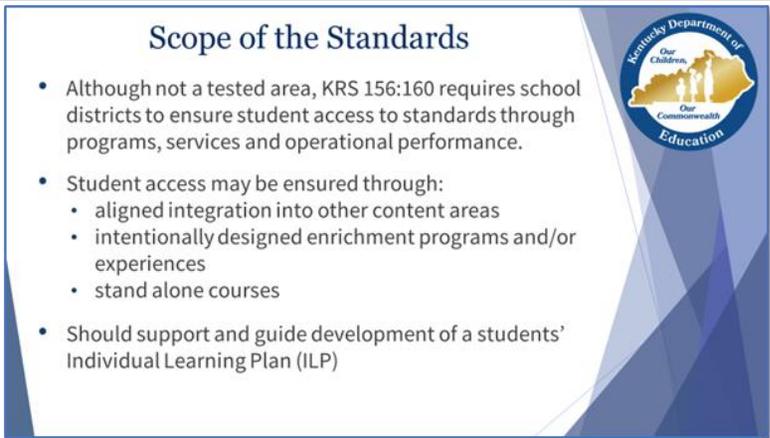
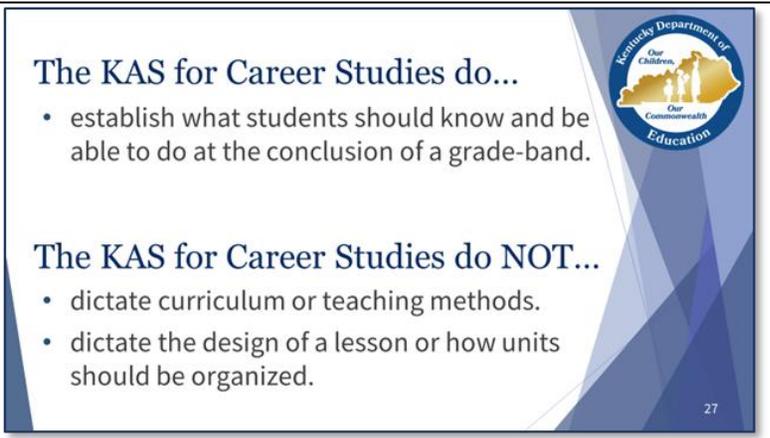
- <https://education.ky.gov/curriculum/standards/revision/Pages/default.aspx>

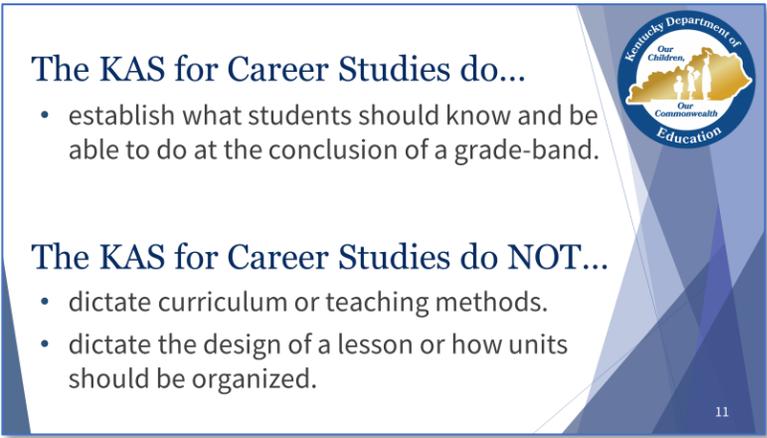
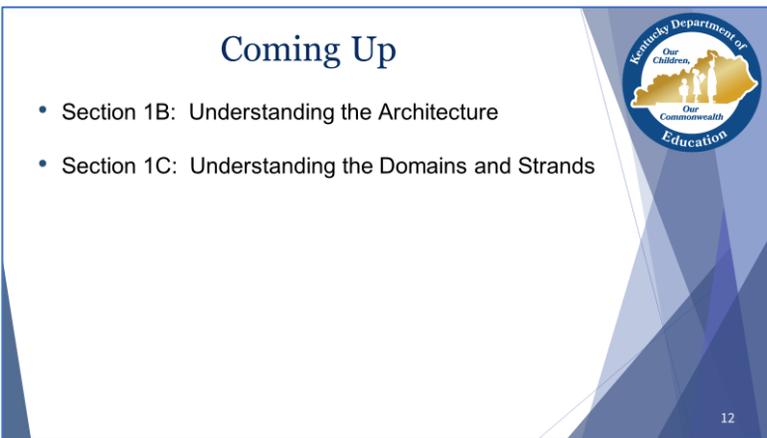
Writer's Vision

All students will graduate from high school with the knowledge and skills needed to become successful lifelong learners and productively engaged citizens. To achieve this, the team envisioned standards that:

- allow for integration of career exploration across content areas;
- enhance the learning of academic subjects;
- foster development of skills essential to the workplace;
- consider the role of personal values, interests and aptitudes in career choices; and,
- support students' ability to manage personal and workplace resources including time, materials and finances.



| Facilitator Notes | Accompanying Slide(s) |
|--|--|
| <p>Explain: Although the KAS for Career Studies is not a tested area, KRS 156:160 requires school districts to ensure student access to the standards.</p> <p>In elementary and middle school, these standards are typically integrated into content areas, but may be addressed through enrichment programs and/or experiences. Some middle schools and most high schools provide credit-bearing courses to meet the standards.</p> |  <p>Scope of the Standards</p> <ul style="list-style-type: none"> • Although not a tested area, KRS 156:160 requires school districts to ensure student access to standards through programs, services and operational performance. • Student access may be ensured through: <ul style="list-style-type: none"> • aligned integration into other content areas • intentionally designed enrichment programs and/or experiences • stand alone courses • Should support and guide development of a students' Individual Learning Plan (ILP) |
| <p>Share information on the slide with the group.</p> |  <p>The KAS for Career Studies do...</p> <ul style="list-style-type: none"> • establish what students should know and be able to do at the conclusion of a grade-band. <p>The KAS for Career Studies do NOT...</p> <ul style="list-style-type: none"> • dictate curriculum or teaching methods. • dictate the design of a lesson or how units should be organized. <p>27</p> |

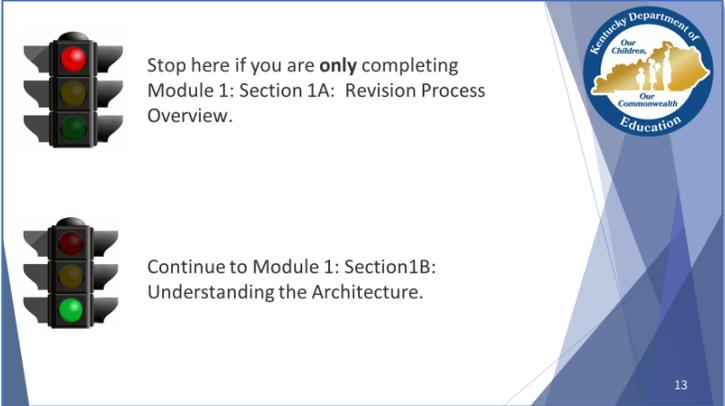
| Facilitator Notes | Accompanying Slide(s) |
|---|--|
| <p>Share information on the slide with the group.</p> |  <p>The KAS for Career Studies do...</p> <ul style="list-style-type: none"> • establish what students should know and be able to do at the conclusion of a grade-band. <p>The KAS for Career Studies do NOT...</p> <ul style="list-style-type: none"> • dictate curriculum or teaching methods. • dictate the design of a lesson or how units should be organized. <p>11</p> |
| <p>Preview of upcoming content:</p> <ul style="list-style-type: none"> • Section 1B: Understanding the Architecture • Section 1C: Understanding the Domains and Strands |  <p>Coming Up</p> <ul style="list-style-type: none"> • Section 1B: Understanding the Architecture • Section 1C: Understanding the Domains and Strands <p>12</p> |

Facilitator Notes

Stop here if you are only completing Module 1: Section 1A: Revision Process.

If not, continue to Module 1: Section 1B: Understanding the Architecture

Accompanying Slide(s)



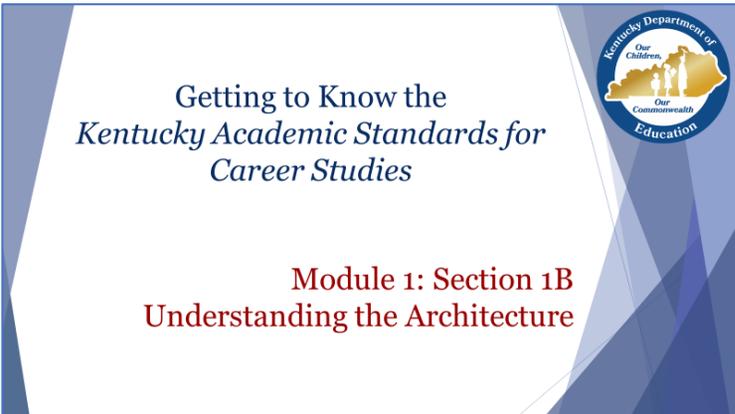
Slide 13 features two traffic light icons. The top icon has a red light lit, with the text: "Stop here if you are **only** completing Module 1: Section 1A: Revision Process Overview." The bottom icon has a green light lit, with the text: "Continue to Module 1: Section 1B: Understanding the Architecture." The slide includes the Kentucky Department of Education logo in the top right corner and the number 13 in the bottom right corner.

Module 1: Section 1B Understanding the Architecture

Note: Skip this slide if presenting Section 1B immediately after Section 1A.

Officially welcome the participants. Introduce yourself (if necessary).

Explain: Module 1 is intended to introduce the new *KAS for Career Studies*. Most recently, the document containing the standards for Career Studies was known as the *Kentucky Academic Standards for Vocational Studies*; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the *Kentucky Academic Standards for Career Studies*.



Slide content includes the text: "Getting to Know the Kentucky Academic Standards for Career Studies" in blue, and "Module 1: Section 1B Understanding the Architecture" in red. The slide features the Kentucky Department of Education logo in the top right corner.

Facilitator Notes

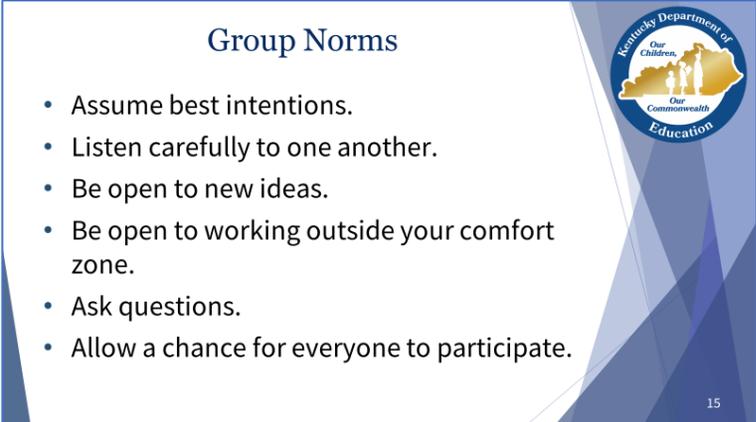
Note: Skip this slide if presenting Section 1B immediately after Section 1A.

Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

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Explain: In this section, we will discover how the standards are organized.

Accompanying Slide(s)

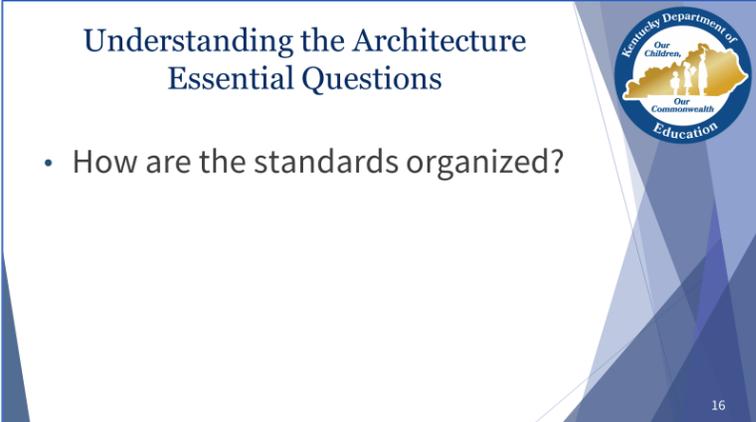


Group Norms

- Assume best intentions.
- Listen carefully to one another.
- Be open to new ideas.
- Be open to working outside your comfort zone.
- Ask questions.
- Allow a chance for everyone to participate.

15

The slide features a blue and white geometric background. In the top right corner, there is a circular logo for the Kentucky Department of Education with the text "Our Children, Our Commonwealth, Education".



**Understanding the Architecture
Essential Questions**

- How are the standards organized?

16

The slide features a blue and white geometric background. In the top right corner, there is a circular logo for the Kentucky Department of Education with the text "Our Children, Our Commonwealth, Education".

Facilitator Notes

Explain: The standards are organized into 3 domains.

- Essential Skills replace the previous Employability domain. The decision was made based on KRS 158:1413, Essential Workplace Ethics Instruction, which requires Essential Workplace Ethics Instruction for all students. It also includes a Communication strand that addresses Speaking and Listening skills. These were moved from the previous English Language Arts standards to the Career Studies standards.
- Careers
- Financial Literacy combines the previous Consumer Decisions and Financial Literacy standards in the previous standards. The decision was made based on KRS 158:1411, which requires Financial Literacy instruction as a high school graduation requirement beginning with the entering 9th grade class 2020-2021. The architecture of the standards is consistent K-12 to provide instructional continuity. Standards in the 9-12 grade-band meet the graduation requirement.

The standards are arranged by grade-bands:

- Primary – K-3
- Intermediate – 4-5
- Middle – 6-9
- High – 9-12

They describe what students should know and be able to do at the end of each grade-band.

Accompanying Slide(s)

Domains

- Essential Skills
 - Replaces Employability domain
 - KRS 158.1413 Essential Workplace Ethics Instruction
 - Includes Communication (Speaking & Listening)
- Careers
- Financial Literacy
 - Combines Consumer Decisions and Financial Literacy
 - KRS 158.1411 Financial Literacy high school graduation requirement
 - 9-12 grade band was developed by separate committees



Grade-Band Progressions

- Arranged by grade-bands:
 - Primary – K-3
 - Intermediate – 4-5
 - Middle School – 6-8
 - High School – 9-12
- Describe what students should know and be able to do at the end of each grade-band.



Facilitator Notes

Share the coding information on the slide.

Accompanying Slide(s)

Standards Coding

ES – Essential Skills
 C – Careers
 FL – Financial Literacy

P – Primary – K-3
 I – Intermediate – 4-5
 M – Middle School – 6-8
 H – High School – 9-12



| FINANCIAL LITERACY | |
|------------------------------------|---|
| INTERMEDIATE - GRADES 4-5 | |
| CAREERS, EDUCATION & INCOME | |
| FL.1.1 | Compare the financial impacts of a career choice (e.g., financial goals, desired lifestyle, values). |
| FL.1.2 | Identify ways people earn income (e.g., wages, salaries, tips). |
| CREDIT & DEBT | |
| FL.1.3 | Explain how credit is used as a basic financial tool. |
| FL.1.4 | Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees). |
| DECISION MAKING & MONEY MANAGEMENT | |
| FL.1.5 | Identify factors and experiences, such as role models and peer pressure, which affect spending patterns. |
| FL.1.6 | Develop a basic budget which includes income, expenses and savings for a specific purpose. |
| FL.1.7 | Explain how financial management is needed to meet the goals of individuals and families by: <ol style="list-style-type: none"> identifying various types of expenses (e.g. food, clothing, entertainment) and savings (e.g. piggy bank, bank account); investigating goals related to money that might affect individuals and families and their values. |

Explain:

- The first letter(s) in the standard coding refers to one of the three domains.
 - The second letter refers to the grade-band.
 - The number refers to the standard number.
- NOTE:** The content of the standard indicated by the number differs across grade-bands e.g.,
- F.P.2 is in the Credit & Debt strand, “Explain the difference between buying and borrowing.”
 - F.I.2 is in the Careers, Education & Income strand, “Identify ways people earn income (e.g., wages, salaries, tips).”
- A few standards may include a substandard that is denoted by an additional letter.

Standards Coding

FL.M.4



| CREDIT & DEBT | |
|------------------------------------|--|
| FL.M.4 | Compare a variety of credit sources from which consumers can choose to borrow. |
| FL.M.5 | Compare the costs and benefits of buying on credit that are key to making a good borrowing decision. |
| DECISION MAKING & MONEY MANAGEMENT | |
| FL.M.6 | Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: <ol style="list-style-type: none"> prioritizing financial goals; creating a budget including income, expenses (fixed/flexible), and savings; developing and explaining a savings plan and budget based on specific short and long-term financial goals. |

Some standards may include a substandard that would be denoted by an additional letter.

FL.M.6a



Facilitator Notes

Preview of upcoming content:

- Section 1C: Understanding the Domains and Strands

Accompanying Slide(s)

Coming Up

- Section 1C: Understanding the Domains and Strands



21

Stop here if you are only completing Module 1: Section 1B: Understanding the Architecture.



Stop here if you are completing:
Module 1: Section 1B: Understanding the
Architecture **only**.



Continue to Section 1C: Understanding the
Domains and Strands

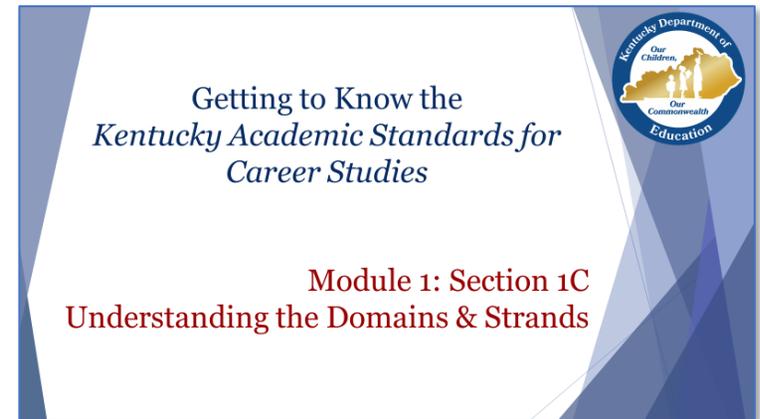


22

Section 1C: Understanding the Domains and Strands

Officially welcome the participants. Introduce yourself (if necessary).

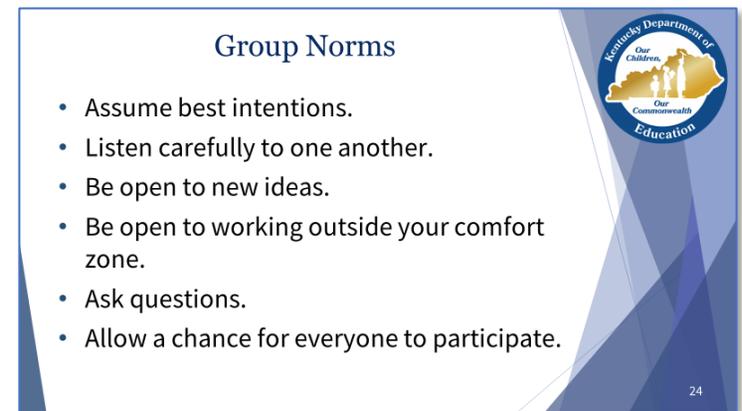
Explain: Module 1 is intended to introduce the new *KAS for Career Studies*. Most recently, the document containing the standards for Career Studies was known as the *Kentucky Academic Standards for Vocational Studies*; however, in order to align with the federal Every Student Succeeds Act (ESSA), the new document is known as the *Kentucky Academic Standards for Career Studies*.



Note: Skip this slide if presenting Section 1C immediately after Section 1B.

Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.

Explain: “I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions.” Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the optional weekly webinars for facilitators.



Facilitator Notes

Explain that in this section participants will explore the domains.

Note:

- Skip this slide if continuing from Module 1: Section 1B: Understanding the Architecture.
- If presenting this section in a new session, remind participants of the three domains.

Accompanying Slide(s)

Understanding the Domains and Strands Essential Questions

- What are the domains and strands of the KAS for Career Studies?



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Domains

- **Essential Skills**
 - Replaces Employability domain
 - KRS 158.1413 Essential Workplace Ethics Instruction
 - Includes Communication (Speaking & Listening)
- **Careers**
- **Financial Literacy**
 - Combines Consumer Decisions and Financial Literacy
 - KRS 158.1411 Financial Literacy high school graduation requirement
 - 9-12 grade band was developed by separate committees



Kentucky Academic Standards



Career Studies

Facilitator Notes

Title slide: Essential Skills

Accompanying Slide(s)



Share this background information with the participants.

KRS 158:1413, Essential Workplace Ethics Instruction, which requires Essential Workplace Ethics Instruction for all students.

NOTE the bulleted list that outline instructional requirements.

The slide has a blue and white geometric background. The title 'Essential Skills Domain' is centered at the top in a blue serif font. Below the title, the text 'KRS 158.1413: Essential Workplace Ethics Instruction was used as a framework for the ES domain.' is displayed. A bulleted list follows, detailing the implementation of essential workplace ethics programs and the specific characteristics to be taught. The Kentucky Department of Education logo is in the top right, and the number '28' is in the bottom right.

Essential Skills Domain

KRS 158.1413: Essential Workplace Ethics Instruction was used as a framework for the ES domain.

- Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace. Each student in elementary, middle and high school shall receive essential workplace ethics instruction that shall include but not limited to:
 - Adaptability
 - Diligence
 - Initiative
 - Knowledge
 - Reliability
 - Remaining drug-free
 - Communication (working well with others)
- Essential Skills replaces the previous Employability standards

Facilitator Notes

Explain: KRS 158:1413, Essential Workplace Ethics Instruction defines the instructional requirements.

Share definitions with the group.

Accompanying Slide(s)

Essential Skills Definitions

KRS 158.1413 Essential Workplace Ethics Instruction

| | |
|----------------------|---|
| Adaptability | openness to learning and problem solving, an ability to embrace new ways of doing things and a capability for critical thinking |
| Diligence | seeing a task through to completion |
| Initiative | taking appropriate action when needed without waiting for direct instruction |
| Knowledge | <ul style="list-style-type: none"> exhibiting an understanding of work-related information the ability to apply that understanding to a job effectively explain the concepts to colleagues in reading, writing, mathematics, science and technology as required by the job |
| Reliability | showing up on time, wearing appropriate attire, self-control, motivation and ethical behavior |
| Drug free | remaining drug-free |
| Communication | <ul style="list-style-type: none"> working well with others, including effective communication skills respect for different points of view and diversity of coworkers ability to cooperate and collaborate enthusiasm ability to provide appropriate leadership to or support for colleagues |



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Explain that the writing team used these required elements as a framework for the Essential Skills strands.

Essential Skills Strands

- KRS 158.1413: Essential Workplace Ethics Instruction** was used as a framework for the ES strands:
 - Adaptability
 - Diligence
 - Initiative
 - Knowledge
 - Reliability
 - Remaining drug-free
 - Communication (working well with others)
- These continue across grade-bands.

| ESSENTIAL SKILLS | |
|---------------------------|---|
| INTERMEDIATE - GRADES 4-5 | |
| ADAPTABILITY | |
| ES.1 | Identify ways to approach and/or solve a problem. |
| ES.2 | Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving). |
| DILIGENCE | |
| ES.3 | Demonstrate resilience and perseverance by showing willingness to complete a task. |
| ES.4 | Create and prioritize short-term goals. |
| INITIATIVE | |
| ES.5 | Practice on-task behaviors with minimal direction. |
| ES.6 | Take follow-up learning opportunity. |
| ES.7 | Practice personal responsibility. |
| KNOWLEDGE | |
| ES.8 | Follow classroom procedures, activities, and behavior in various settings. |
| ES.9 | Apply reading, writing and mathematics skills to authentic, real-world tasks. |
| RELIABILITY | |
| ES.10 | Complete tasks on time. |
| ES.11 | Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with minimal guidance. |
| ES.12 | Exhibit self-control with minimal guidance. |
| DRUG-FREE | |
| ES.13 | Describe the risk associated with the inappropriate use of household products, medications and alcohol. |
| COMMUNICATION | |
| ES.14 | Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher-led) <ul style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., practice active listening and taking turns speaking) Draw clearly on an understanding of ideas using appropriate facts and relevant, descriptive details and complete sentences when appropriate. |

Facilitator Notes

Share these guidelines with participants.

Accompanying Slide(s)

Essential Skills Guidelines

Essential Skills (ES) are a critical component of transition readiness and should:

1. be embedded into classroom culture and practice.
2. be integrated into curriculum across grade-levels and content areas.
3. include ongoing explicit and implicit instruction.



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Explain that ensuring equitable access for all students requires a deep understanding of the standards, how they connect to their content area and a plan to ensure that all standards are addressed.

The PLC Studies are a tool to guide those conversations.

PLC for Essential Skills

The PLC for Essential Skills is a tool to guide instructional conversations. These 30-60 sessions include:

Part I – Standards Exploration

- allows teachers to discuss the meaning of each standard and instructional considerations.

Part II – Standards Integration

- prompts teachers to consider how to implement the standards within their content area.

Part III – Standards Mapping

- guides teachers to determine where and when these standards are taught.



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Facilitator Notes

Title slide for Careers.

Accompanying Slide(s)



Explain that there are three strands within the Careers domain.

Careers Strands

- Exploration
- Preparation
- Application

These continue across grade-bands.

| CAREERS | |
|----------------------------|--|
| MIDDLE SCHOOL - GRADES 6-8 | |
| EXPLORATION | |
| C.M.1 | Explain how career choices impact lifestyle. |
| C.M.2 | Explore the cost (monetary and time) of post-secondary and technical education, including possible sources of funding. |
| C.M.3 | Explain how roles in the workplace and community are constantly changing (e.g., liberation to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry. |
| C.M.4 | Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information. |
| C.M.5 | Use information from personal inventory surveys to explore and evaluate jobs within the 16-19 Career Cluster to guide educational pathway choices at the secondary level. |
| PREPARATION | |
| C.M.6 | Explain how all the (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. |
| C.M.7 | Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate job/careers that reflect individual interests/needs. |
| C.M.8 | Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices. |
| C.M.9 | Identify high school and career/technical center courses and programs that support career or occupational areas of interest. |
| C.M.10 | Apply responsible digital citizenship practices (e.g., intellectual property, copyright, online reputation, cyberbullying, digital footprint). |
| C.M.11 | Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship). |
| APPLICATION | |
| C.M.12 | Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace. |

Facilitator Notes

Explain that the intent and focus within the Exploration, Preparation and Application strands changes through the grade-bands.

- Discuss the progression across grade-bands.
- **Exploration Note:**
 - Primary – Students explore careers within local community.
 - Intermediate – students are introduced to the KY Career Cluster framework.
 - Middle school – Students explore skills and knowledge related to career clusters or pathways of interest as well as how to take advantage of opportunities at the high school level.
 - High school – Exploration turns to post-secondary options and how to make cost-effective decisions that lead to their personal career goals.
- **Preparation Note:**
 - Students prepare for next level of opportunities to prepare for their future goals.
- **Application Note:**
 - There is a strong connection here to Essential Skills as students apply skills that are necessary for both the classroom and workplace.

Accompanying Slide(s)

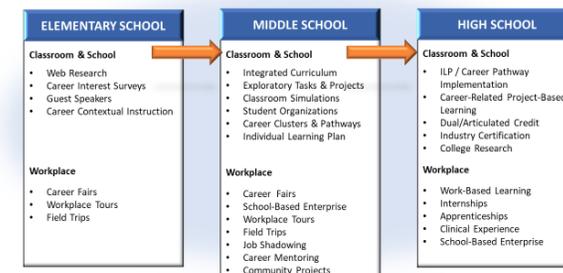
Careers Progression Summary

| | PRIMARY | INTERMEDIATE | MIDDLE | HIGH |
|-------------|---|--|--|--|
| Exploration | <ul style="list-style-type: none"> • Reasons why people need to work, e.g., to meet basic needs. • Careers within local community | <ul style="list-style-type: none"> • Explore broader reasons why people work, e.g., contribute to society, personal satisfaction. • Introduction to KY Career Clusters | <ul style="list-style-type: none"> • Connection between income, values, interests and lifestyles • Changing workplace • Monetary and time costs of preparing for a career • Skills/tasks related to the KY Career Clusters and/or pathways of interest • Opportunities at the secondary level to earn dual/articulated credit, industry certifications, and work-based learning | <ul style="list-style-type: none"> • Post-secondary options related to chosen career cluster or pathway • Options for paying for post-secondary education, including possible sources of funding (e.g., loans, scholarships, grants, military) |
| Preparation | <ul style="list-style-type: none"> • Begin to develop necessary academic skills | <ul style="list-style-type: none"> • Continue to develop academic skills • Learn to use various sources of information to evaluate jobs/careers | <ul style="list-style-type: none"> • Continue to develop academic skills • Use extracurricular activities, community experience, volunteer work, etc. to develop academic, technical and/or essential skills • Create and maintain an Individual Learning Plan (ILP) | <ul style="list-style-type: none"> • Use the ILP to guide secondary educational choices related to a career pathway of interest, e.g., to earn dual/articulated credit, industry certifications, and work-based learning opportunities |
| Application | Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace. | | | |

Explain that this Career Development Continuum shows a developmental approach to integrating Careers instruction from both a classroom & school and real-world perspective.

Note that middle school expectations move beyond interest surveys to providing opportunities for students to experience real-world opportunities and tasks.

Career Development Continuum



Facilitator Notes

Share these guidelines with participants.

Explain that ensuring equitable access for all students requires a deep understanding of the standards, how they connect to their content area and a plan to ensure that all standards are addressed.

The PLC Studies are a tool to guide those conversations.

Accompanying Slide(s)

Career Studies Guidelines

Effective Career Studies (CS) instruction is a critical component of transition readiness and should:

1. help students understand the connection between education and future career goals.
2. be integrated across content areas through real-world connections.
3. provide opportunities for students to explore developmentally appropriate skills and tasks to identify interests and abilities.
4. advise students on multiple post-secondary pathways.
5. guide students to develop strategic Individual Learning Plans (ILP).



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PLC for Careers

The PLC for Careers is a tool to guide instructional conversations. These 30-60 sessions include:

Part I – Standards Exploration

- allows teachers to discuss the meaning of each standard and instructional considerations.

Part II – Standards Integration

- prompts teachers to consider how to implement the standards within their content area.

Part III – Standards Mapping

- guides teachers to determine where and when these standards are taught.



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Facilitator Notes

Title slide for Financial Literacy.

Accompanying Slide(s)



Explain the Financial Literacy strands include:

- Careers, Education & Income
 - Credit & Debt
 - Decision Making & Money Management
 - Saving & Investing
 - Money & The Economy
 - Insurance & Risk Management
-
- 9-12 grade-band meets KRS 158.1411 Financial Literacy high school graduation requirement.

Financial Literacy Strands

- Strands include:
 - Careers, Education & Income
 - Credit & Debt
 - Decision Making & Money Management
 - Saving & Investing
 - Money & The Economy
 - Insurance & Risk Management

- 9-12 grade- band meets KRS 158.1411 Financial Literacy high school graduation requirement

| FINANCIAL LITERACY | |
|---|---|
| INTERMEDIATE - GRADES 4-5 | |
| CAREERS, EDUCATION & INCOME | |
| FL.1.1 | Compare the financial impacts of a career choice (e.g., financial goals, desired lifestyle, values). |
| FL.1.2 | Identify ways people earn income (e.g., wages, salaries, tips). |
| CREDIT & DEBT | |
| FL.1.3 | Explain how credit is used as a basic financial tool. |
| FL.1.4 | Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees). |
| DECISION MAKING & MONEY MANAGEMENT | |
| FL.1.8 | Identify factors and experiences, such as role models and peer pressure, which affect spending patterns. |
| FL.1.6 | Develop a basic budget which includes income, expenses and savings for a specific purpose. |
| FL.1.7 | Explain how financial management is needed to meet the goals of individuals and families by: <ul style="list-style-type: none"> A. identifying various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank accounts) B. investigating goals related to money that might affect individuals and families and their values. |
| SAVING & INVESTING | |
| FL.1.8 | Explain how investing puts money to work to earn more money for the future. |
| FL.1.9 | Describe reasons (i.e., financial goals) people invest for the future. |
| MONEY & THE ECONOMY | |
| FL.1.10 | Compare different payment methods (e.g., writing a check, using a debit or credit card, paying online or with a mobile device). |
| FL.1.12 | Describe various services (e.g., deposits, check cashing) provided by financial institutions (e.g., banks, credit unions). |
| FL.1.15 | Explain that people are required to pay taxes for which they receive government services. |
| INSURANCE & RISK MANAGEMENT | |
| FL.1.14 | Identify the purpose of insurance and give examples of financial risks that are covered by insurance. |
| FL.1.15 | List types of personal information that should not be disclosed to others in person or online. |

Facilitator Notes

Share these guidelines with participants.

Accompanying Slide(s)

Financial Literacy Guidelines

Effective Financial Literacy (FL) instruction is a critical component of transition readiness and should be:

- Focused on the standards
- Relevant
- Learner-centered
- Connected to the real-world
- Integrated with other curricular areas
- Community-focused



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Explain that ensuring equitable access for all students requires a deep understanding of the standards, how they connect to their content area and a plan to ensure that all standards are addressed.

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PLC for Financial Literacy

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Part I – Standards Exploration

- allows teachers to discuss the meaning of each standard and instructional considerations.

Part II – Standards Integration

- prompts teachers to consider how to implement the standards within their content area.

Part III – Standards Mapping

- guides teachers to determine where and when these standards are taught.



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Facilitator Notes

With your group, determine the next steps to continue learning.

The PLC Studies are available at kystandards.org.

Accompanying Slide(s)

Next Steps

Continue learning with the PLC Studies to:

- discover the intent of each standard and consider implications for instruction.
- consider how to implement the standards within content areas.
- develop a plan to ensure student access to all standards.

