Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Gifted
Course Number: 7965010
Course Title: Research Methodology for Students who are Gifted
Previous Course Title: Research Methodology for the Gifted
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide students who are gifted with special skills and experiences to do independent research and projects, and to provide opportunities for in-depth studies under the direction of selected faculty.

The content should include, but not be limited to, the following:

- research methodology appropriate for a selected discipline or area of study
- use of primary and secondary resource materials
- skills in expression and communication
- skills in the use of technology to search for information, manage projects, and produce documents and multimedia products

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C.   Course Requirements.

After successfully completing this course, the student will:

1.   Use appropriate technical language related to the research process.

1.1.   Identify the meaning of specialized vocabulary, acronyms, and symbols used in the research process (e.g., data, hypothesis testing, statistical analysis, review of literature).

1.2.   Identify and use sources of explanation of technical language related to the research process (e.g., professionals, dictionaries, glossaries, help sections).

1.3.   Use specialized vocabulary, acronyms, and symbols effectively in communicating needs and results related to one's own use of the research process.

2.   Demonstrate mastery of knowledge and skills involved in the research process.

2.1.   Demonstrate understanding of the nature and characteristics of the research process and its application in various fields and disciplines (e.g., hypothesis testing, identifying variables, recording and analyzing data, making inferences, drawing conclusions).

2.2.   Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, ethnographic research, trend analysis, program evaluation, qualitative research).

2.3.   Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues or phenomena, identification of patterns and trends, replication of previous experimental studies, evaluation of how well a theory or proposition predicts or explains an outcome, comparison of different theories or propositions).

2.4.   Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).

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2.5.   Demonstrate understanding of methods used to obtain information and gather data in the research process.

Specify: _____ ❏ review of literature
_____ ❏ direct observations
_____ ❏ focus groups, interviews, and surveys
_____ ❏ modeling and simulations
_____ ❏ other: _____

2.6.   Demonstrate understanding of ethical practices in gathering data and using information for research.

Specify: _____ ❏ rights of subjects
_____ ❏ copyright laws
_____ ❏ citations and references
_____ ❏ issues of plagiarism and falsification of data
_____ ❏ other: _____

2.7.   Demonstrate understanding of methods used to manipulate and analyze information and data in the research process (e.g., identifying patterns and trends, statistical analysis, semantic or concept mapping, flow-charts, tree diagrams, identifying relationships—causal or correlational).

3.   Use technological skills in the research process (e.g., use of information databases and the Internet; use of telecommunications; use of word processing, spreadsheet, and graphic software).

3.1.   Demonstrate knowledge and skills needed to access electronic information databases on software or from the Internet when investigating selected topics or issues for research.

Specify: _____ ❏ using hardware, software, and network connectivity programs
_____ ❏ conducting searches, e.g., using the Boolean process
_____ ❏ downloading, copying, and printing information
_____ ❏ citing and documenting sources of information
_____ ❏ other: _____

3.2.   Demonstrate knowledge and skills needed to use telecommunications when investigating selected topics or issues for research.

Specify: _____ ❏ using hardware, software, and network connectivity programs
_____ ❏ using e-mail, list-serves, chat services
_____ ❏ using teleconferences
_____ ❏ citing and documenting sources of information
_____ ❏ other: _____

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3.3.   Demonstrate knowledge and skills needed to use word processing, spreadsheet, and graphics software when investigating selected topics or issues for research.

        Specify: _____ ❏ using hardware and software
                    _____ ❏ making backups
                    _____ ❏ other: _____

4.   Collect, analyze, and synthesize information from primary and secondary sources on an identified topic.

4.1.   Identify problem, issue, or topic for research.

4.2.   Use strategies to identify a range of subtopics, related factors, historical background, or other concerns to be addressed in the research process (e.g., generating questions to be answered, brainstorming, conducting a preliminary literature review).

4.3.   Select and use an appropriate organizational framework to structure issues or subtopics and identifying a research design.

4.4.   Identify distinguishing characteristics and purposes of primary and secondary sources of information.

4.5.   Conduct an extensive search of primary and secondary sources of information related to issues and subtopics identified in the research design.

4.6.   Complete an in-depth review of literature using strategies to obtain and evaluate relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).

4.7.   Create or select instruments or procedures to accurately gather data and make observations as appropriate to the research design (e.g., structured interviews, surveys, observation scales, direct measurements of variables, models and simulations).

4.8.   Record and compile data accurately in accordance with research design.

4.9.   Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).

4.10.   Analyze information gathered to identify patterns, trends, causal or correlational relationships, or other relevant findings.

4.11.   Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.

4.12.   Report results of literature review and data analysis using a format and organizational structure that is appropriate for the audience and purposes of the research (e.g., written report, oral presentation, media presentation).

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4.13.   Use appropriate technology to prepare a report on the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).

4.14.   Use the writing process in preparing a report on the results of the research (e.g., prewriting, drafting, peer review, revising, editing, and publishing).

4.15.   Evaluate own presentation skills in communicating results of research using feedback from self, peers, authentic audiences, and teachers.
Specify: _____ ❑ written report—clarity, organization, formatting
_____ ❑ oral presentation—fluency, voice control, eye contact, clarity
_____ ❑ media presentation—impact of images, color, and layout

5.   Complete a project involving research according to a plan and timeline.

5.1.   Use a systematic planning process to identify tasks and sequence of steps needed for completing a research project.

5.2.   Select and use planning tools to support the planning process (e.g., project management software, planners).

5.3.   Identify resources needed to accomplish tasks identified in plan (e.g., tools, materials, information).

5.4.   Prioritize and schedule tasks to complete research project within expected timeframe.

5.5.   Identify quality standards or expectations for final product including documentation of research process.

5.6.   Establish and follow a procedure to monitor own progress according to plan and quality standards or expectations and make adjustments to plan as circumstances require.

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SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Gifted
Course Number: 7965040
Course Title: Studies for Students who are Gifted
Previous Course Title: Gifted Studies
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.

The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are

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> not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C.   Course Requirements.

After successfully completing this course, the student will:

1.   Exhibit higher-order thinking skills in completing projects or tasks.

Higher-order Thinking

1.1.   Demonstrate understanding of characteristics of the processes and results of higher-order thinking.
Specify: _____ ❏ analysis—whole to part
_____ ❏ synthesis—part to whole
_____ ❏ evaluation—comparing results
_____ ❏ identifying patterns and trends
_____ ❏ identifying relationships—causes and correlations
_____ ❏ systems thinking
_____ ❏ modeling
_____ ❏ other: _____

1.2.   Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

1.3.   Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Problem Solving

1.4.   Demonstrate understanding of characteristics of problem-solving strategies.
Specify: _____ ❏ brainstorming—identifying all solutions that come to mind
_____ ❏ identifying steps—when a complicated process is involved
_____ ❏ estimating—when numbers are involved
_____ ❏ matching consequences to actions—for cause and effect
_____ ❏ troubleshooting—finding problems with a process
_____ ❏ creative thinking—when multiple solutions are acceptable
_____ ❏ modeling—basing actions on those of a good example
_____ ❏ analyzing probability—when making predictions
_____ ❏ other: _____

1.5.   Apply a general model for solving problems when completing tasks and projects
(e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).

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1.6. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.

1.7. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).

1.8. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
    Specify: _____ ❏ determining the scope of the problem
    _____ ❏ determining the severity of the problem
    _____ ❏ evaluating how to accomplish a solution
    _____ ❏ determining if individual has the necessary knowledge, skills, and tools
    _____ ❏ seeking assistance if necessary

1.9. Select and use effective problem-solving strategies based on requirements of the situation.

2. Demonstrate a sophisticated level of communication in a variety of modes in products or activities (e.g., research paper, seminar, oral presentation, debate, panel discussion).

2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, idioms, slang).

2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).

2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).

2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).

2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
    Specify: _____ ❏ chronological   _____ ❏ hierarchical
    _____ ❏ categorical   _____ ❏ cause-effect
    _____ ❏ importance (most to least, least to most)
    _____ ❏ other: _____

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2.6.   Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).

2.7.   Use communication skills needed to reach the intended audience in an oral presentation (e.g., voice volume, pitch, and stress; diction to match sophistication of audience; presentation of ideas and tone to match purpose).

2.8.   Evaluate the quality of one's presentation, comparing feedback from the audience with one's own perceptions.

2.9.   Develop an action plan to improve the quality of future presentations based on self-evaluation of current presentation.

 3.   Demonstrate evidence of measurable cognitive and affective growth in targeted subject areas.

3.1.   Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.

3.2.   Measure own cognitive and affective abilities in targeted academic subject areas as a baseline.
Specify: _____ ❏ identify indicators of growth
_____ ❏ use self-assessment tool to gather information
_____ ❏ compile results

3.3.   Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.

3.4.   Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.

3.5.   Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.

3.6.   Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.

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4.   Use effective leadership skills to initiate, organize, and carry out activities and projects.

4.1.   Demonstrate understanding of knowledge and skills required for effective and successful leadership (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing a broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting respect, motivating and persuading members of the group, facilitating decision making).

4.2.   Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

4.3.   Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.

4.4.   Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.

4.5.   Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.

4.6.   Establish reasonable group goals related to completion of project (e.g., setting deadlines for each step in the process, assigning roles to each member of the group, revising schedule as needed).

4.7.   Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., collaboratively establishing ground rules, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).

4.8.   Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing the resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).

4.9.   Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).

4.10.   Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identifying the conflict, dealing with feelings, pinpointing the cause of conflict, choosing a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, mediation], allowing time for negotiation).

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4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out tasks and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable cause if initial action is ineffective).

4.12. Monitor and evaluate effectiveness of own use of leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.

5. Set personal, academic, and career goals by analyzing career choices, education requirements, and personal strengths and interests.

5.1. Use a process of self-appraisal to identify own strengths that relate to personal, academic, and career goals (e.g., complete inventory, write personal reflection, review own records, ask others about your strengths).
   Specify: _____ ❏ self-concept and values clarification
   _____ ❏ personality characteristics and personal style
   _____ ❏ motivational patterns and personal preferences
   _____ ❏ occupational interests
   _____ ❏ personal and educational background
   _____ ❏ work history and experience
   _____ ❏ key accomplishments and successes
   _____ ❏ satisfying and dissatisfying experiences
   _____ ❏ other: _____

5.2. Conduct self-assessment to determine personal, academic, and career goals and desires (e.g., complete relevant surveys or inventories, consult with counselor or others, develop statements that reflect personal desires).
   Specify: _____ ❏ analysis of current lifestyle—school program, activities, job
   _____ ❏ values, skills, and abilities—professional or technical, managerial, personal
   _____ ❏ insight into capabilities—personal qualities, developmental needs
   _____ ❏ ideal job description
   _____ ❏ preferred working environment
   _____ ❏ ideal life-style
   _____ ❏ career goals
   _____ ❏ other: _____

5.3. Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).

5.4. Identify the risks and benefits associated with each alternative choice.

5.5. Set goals that relate to personal, academic, and career goals that reflect one's strengths, interests, and desires.

5.6. Identify educational and experiential requirements for preferred career(s).

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6. **Develop realistic and systematic plans for achievement of personal, academic, and career goals and make progress toward achieving set goals.**

6.1. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.
Specify: _____ ❏ identifying goal or outcome
_____ ❏ identifying needed information, resources, or training
_____ ❏ determining major tasks
_____ ❏ scheduling tasks

6.2. Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.

6.3. Monitor completion of the tasks and the timelines of the plan to determine any necessary changes.

6.4. Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.

7. **Exhibit appreciation of the contributions of fine arts and philosophical thought.**

The Fine Arts

7.1. Demonstrate understanding of the principles of aesthetics as outlined in works of philosophers, such as Aristotle's *Poetics*, and reflected in contributions of the fine arts and philosophical thought to our culture.

7.2. Demonstrate understanding of how principles of aesthetics are revealed in specific works in visual art, music, theatre, and dance.

7.3. Identify ways in which fine arts have enriched the daily lives of people in history and in today's world (e.g., decorative painting of pottery, music in daily and seasonal rituals, dance in seasonal and rites of passage rituals, public theater).

Philosophy

7.4. Demonstrate understanding of major concepts and patterns of thought in selected classical and modern philosophical works.

7.5. Demonstrate understanding of principles of aesthetics discussed in specific works of philosophy.

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7.6.   Evaluate the effects of selected classical and modern philosophical works on culture and society.

 8.   Demonstrate evidence of self-awareness, self-evaluation, and self-actualization.

Self-awareness

8.1.   Identify individual physical strengths and areas of need, including talents, attributes, and interests.

8.2.   Identify individual social strengths and areas of need, including talents, attributes, and interests.

8.3.   Identify individual emotional strengths and areas of need, including talents, attributes, and interests.

8.4.   Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.

8.5.   Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet need for complexity, asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

8.6.   Identify options for nurturing one's strengths, talents, attributes, and interests.

8.7.   Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.
Specify: _____ ❑ defining individual quality standards
_____ ❑ monitoring one's progress in meeting those standards
_____ ❑ assessing potential impact of standards on self and others
_____ ❑ adjusting standards based on self-monitoring of their impact
_____ ❑ other: _____

Self-actualization

8.8.   Identify own accomplishments and achievements.

8.9.   Demonstrate understanding of personal points of view as they relate to those held by peers, family, community members, and mentors.

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8.10. Respond receptively and critically to ideas that are new or divergent from one's own.

8.11. Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).

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SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Gifted
Course Number: 7965030
Course Title: Externship for Students who are Gifted
Previous Course Title: Externship for the Gifted
Credit: Multiple

A.   **Major Concepts/Content.** The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

The content should include, but not be limited to, the following:

- collaboration with field experts
- application and utilization of appropriate technology
- documentation of acquired information from field experience
- exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B.   **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's field experience.

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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C.   Course Requirements.

After successfully completing this course, the student will:

1.   Demonstrate understanding of the educational and professional requirements demanded by the targeted profession.

1.1.   Use reliable sources to obtain information about educational and training requirements of the target profession (e.g., employers, professional organizations, practicing professionals).

1.2.   Demonstrate understanding of education and training requirements needed for entry-level and advanced positions within the targeted profession (e.g., high school diploma, post-secondary certificates or degrees, major emphasis of study, internships).

1.3.   Use reliable sources to obtain information about professional requirements of the target profession (e.g., employers, professional organizations, practicing professionals).

1.4.   Demonstrate understanding of professional requirements needed for entry level and advanced positions within the targeted profession (e.g., licenses, professional certification, work experiences, knowledge and skills).

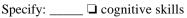**2.   Acquire and use vocabulary appropriate to the targeted profession.**

2.1.   Identify characteristics of the various styles of communication used within the targeted profession.

2.2.   Use appropriate styles of communication specific to the targeted profession.

2.3.   Use technical language, idioms, and slang appropriately within the targeted profession.

2.4.   Use nonverbal language used within the targeted profession.

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3. Demonstrate understanding of personal characteristics of individuals in the targeted profession.

3.1. Identify knowledge and skills characteristic of entry-level employees who are successful in the targeted profession.
Specify: _____ ❑ cognitive skills
_____ ❑ affective skills
_____ ❑ motor skills

3.2. Identify knowledge and skills characteristic of employees who are successful in advanced levels of the targeted profession.
Specify: _____ ❑ cognitive skills
_____ ❑ affective skills
_____ ❑ motor skills

4. Use the technology essential to the targeted profession.

4.1. Identify the technology and tools that are commonly used in the targeted profession.

4.2. Demonstrate knowledge and skills needed to use the tools and technology effectively and safely within the targeted profession.

4.3. Demonstrate the appropriate management and care of technology and tools in order to increase professional productivity in the targeted profession.

4.4. Identify the situations in which operational problems with technology or tools should be reported to a supervisor.

4.5. Evaluate effectiveness and efficiency of selected tools and technology used within the targeted profession.

5. Increase personal knowledge about the targeted profession by reading field-related materials.

5.1. Identify and access sources of professional literature in the targeted profession.

5.2. Use self-generated questions and other self-monitoring strategies to ensure comprehension when reading the professional literature in the targeted profession.

5.3. Evaluate the accuracy of fictional and film portrayals of the targeted profession.

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6.   Exhibit knowledge and skills needed to function successfully in the adult world and professional community.

6.1.   Demonstrate understanding of knowledge and skills needed to function successfully in the adult world (e.g., personal care, independent adult living, community interaction, citizenship).

6.2.   Identify knowledge and skills needed to function successfully in a professional community (e.g., general employability skills, job-specific knowledge and skills).

6.3.   Demonstrate entry-level competence in the knowledge and skills generally needed to function successfully in the adult world.

6.4.   Demonstrate entry-level competence in the knowledge and skills needed to function successfully in the professional community.

6.5.   Develop a plan to improve one's knowledge and skills needed to function successfully in the adult world and professional community.

6.6.   Use feedback from mentor to improve one's functioning successfully in the adult world and professional community.

6.7.   Develop additional knowledge and skills needed to function successfully in the adult world and professional community based on changing circumstances and events.

7.   Use appropriate decision-making techniques in exploring career possibilities.

7.1.   Demonstrate understanding of a systematic approach in a planning process to set career goals (e.g., determining strengths and weaknesses, identifying interests and abilities, matching to opportunities, identifying desired situations).

7.2.   Identify resources and sources of assistance for planning (e.g., counselors, mentors, family members).

7.3.   Demonstrate understanding of how to use sources of information about setting career goals.

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7.4.   Conduct an in-depth personal assessment to determine current status related to career planning (e.g., complete aptitude or interest assessments, consult with counselors or practicing professionals, review own school and work records, use a self-reflection process).
Specify: _____ ❏ self-concept and values clarification
_____ ❏ personality characteristics and personal style
_____ ❏ motivational patterns and personal preferences
_____ ❏ occupational interests
_____ ❏ personal and educational background
_____ ❏ work history and experience
_____ ❏ key accomplishments and successes
_____ ❏ satisfying and dissatisfying experiences
_____ ❏ other: _____

7.5.   Conduct self-assessment to determine career goals and aims (e.g., complete relevant surveys, consult with counselors, develop statements that reflect personal desires).
Specify: _____ ❏ analysis of current interests and jobs—behavioral demands
_____ ❏ significance of various job elements—likes and dislikes
_____ ❏ values, skills, and abilities—professional or technical, managerial, personal
_____ ❏ insight into capabilities—personal qualities, developmental needs
_____ ❏ ideal job description
_____ ❏ preferred working environment
_____ ❏ ideal lifestyle
_____ ❏ career goals
_____ ❏ other: _____

7.6.   Identify options and risks associated with selected careers (e.g., local job market, opportunity for advancement, availability of support on the job).

7.7.   Select and plan realistic career choices (e.g., identifying personal strengths and weaknesses, evaluating experiences and education, identifying jobs that relate to personal goals).

8.   Exhibit appropriate behavior in various situations related to specific job responsibilities.

8.1.   Demonstrate understanding of the policies and code of conduct in the externship.

8.2.   Identify benefits of working in a group on the job (e.g., diversity of talents, diversity of viewpoints, increased productivity).

8.3.   Use appropriate interpersonal communication skills when working in a group on the job (e.g., respecting others and their opinions, expressing opinions in an objective manner, checking for understanding, speaking when no one else is speaking, accepting criticism, providing feedback in a nonjudgmental manner).

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8.4.   Identify individual styles when working in a group (e.g., leader, self-motivated member, member who needs regular feedback, quiet member, expressive member, creative thinker, traditional thinker).

8.5.   Demonstrate ability to interact positively with group members with diverse styles of working.

8.6.   Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions).

8.7.   Use behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, maintaining eye contact as listener and responder, maintaining "open" body position).

8.8.   Use behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others).

9.   Apply academic skills in the performance of the externship responsibilities.

9.1.   Use relevant academic skills effectively in the performance of the externship responsibilities.

9.2.   Evaluate own effectiveness of performance in using relevant academic skills in the performance of the externship responsibilities.

9.3.   Develop a strategy with mentor for improving one's effective use of relevant academic skills in the performance of the externship responsibilities.

9.4.   Self-monitor improvement in effectively using relevant academic skills in the performance of the externship responsibilities.

10.   Apply knowledge gained in externship to understanding of related career fields.

10.1.   Identify cognitive and affective skills and concepts to be acquired in the externship.

10.2.   Self-assess cognitive and affective skills and concepts developed in the externship.

10.3.   Identify ways in which the newly acquired cognitive and affective skills and concepts inform one's understanding of related career fields.

10.4.   Analyze the congruence of or discrepancy between the anticipated skills and concepts and the actually acquired skills and concepts.

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10.5. Determine the possible cause(s) of any discrepancies between the anticipated skills and concepts and the actually acquired skills and concepts (e.g., a misconception of the nature of the targeted profession and/or the externship, a mismatch between one's own talents and skills and those required in the targeted profession and/or the externship).

10.6. Evaluate one's own compatibility with the targeted profession, based on the results of self-assessment.

11. Demonstrate understanding of key learnings from the externship experience in a culminating project or paper.

11.1. Maintain an ongoing record of key learnings from the externship (e.g., by keeping a journal throughout the externship, by recording responses to specific questions).

11.2. Select a format for publication or presentation of one's culminating project (e.g., oral presentation, I-Search paper, video, multimedia presentation).

11.3. Organize the information using appropriate strategies (e.g., outlining, concept mapping, free writing).

11.4. Use a systematic process to document the culminating project (e.g., recursive drafting or storyboarding, peer review, revising, editing, publishing).

11.5. Present culminating project to an authentic audience (e.g., externship classmates, colleagues in targeted profession in externship workplace).

11.6. Evaluate one's performance based on audience feedback and self-assessment.