

Career Options – Level I

<p>Course Description: Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.</p>	
ACADEMIC EXPECTATIONS	Content/Process
	Students will:
#1.2, #1.4	<ul style="list-style-type: none"> analyze and evaluate why people work.
#2.16, #2.37	<ul style="list-style-type: none"> explore the role of teamwork.
#1.4, #1.11	<ul style="list-style-type: none"> demonstrate communication skills such as positive criticism, listening, speaking and writing.
#2.36, #5.1	<ul style="list-style-type: none"> assess interest, aptitude and learning styles.
#1.9, #2.36, #5.4	<ul style="list-style-type: none"> relate assessment results to career planning.
#2.36	<ul style="list-style-type: none"> relate desired lifestyle to career decision making process.
#1.2, #2.8, #2.37	<ul style="list-style-type: none"> explain the concept of career clusters.
#1.1, #1.2, #1.16	<ul style="list-style-type: none"> explore and practice basic and related skills in each of the 14 career clusters.
#1.1, #1.2, #1.9	<ul style="list-style-type: none"> determine education or training required in various jobs in the career clusters.
#2.36, #5.1, #5.4	<ul style="list-style-type: none"> apply mathematic skills in determining wages for various job clusters.
#2.38	<ul style="list-style-type: none"> identify basic items a person might need when applying for a job.
#2.33	<ul style="list-style-type: none"> demonstrate ability to apply for items such as birth certificate, social security number, high school transcript, W-4, and Employment Eligibility Verification (I-9).
#1.16, #2.38	<ul style="list-style-type: none"> identify ways to locate job openings.
#2.37, #6.1	<ul style="list-style-type: none"> demonstrate basic knowledge of applying for a job, including résumé, letters of application, job applications, and interviews.
#2.37, #5.1, #5.5	<ul style="list-style-type: none"> demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings.
#2.37, #2.38	<ul style="list-style-type: none"> identify expectations of employers for employees.
#2.37, #5.1	<ul style="list-style-type: none"> demonstrate grooming practices appropriate for the work place.
#2.36, #2.37, #5.4	<ul style="list-style-type: none"> demonstrate general on-the-job safety practices.
#1.2	<ul style="list-style-type: none"> explore opportunities for participating in work-based learning experiences.
#2.37, #6.1	<ul style="list-style-type: none"> identify labor laws and regulations affecting students.
#2.36	<ul style="list-style-type: none"> update Individual Learning Plan.
CONNECTIONS	
<ul style="list-style-type: none"> PROGRAM OF STUDIES – REVISED 2006 NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC) CAREER DEVELOPMENT COMPETENCIES ACADEMIC EXPECTATIONS SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS) 	

Career Networking – Level II

Course Description: Career Networking continues the Career Options course and provides opportunities for exploration of the career clusters with a career major. The curriculum includes a continuum of employability and computer skills needed in the workplace. Upon completion of the course, students have an opportunity to select a career major.

ACADEMIC EXPECTATIONS	Content/Process
	Students will
1.2, #6.2	<ul style="list-style-type: none"> identify components of Career Networking course.
#1.4, #5.2	<ul style="list-style-type: none"> explain the role of work-based learning.
#2.36, #5.4	<ul style="list-style-type: none"> use decision-making process in career planning.
#2.36	<ul style="list-style-type: none"> review career opportunities in chosen career clusters.
#2.38, #5.3	<ul style="list-style-type: none"> compare and contrast sources used in finding a job.
#2.38, #5.3	<ul style="list-style-type: none"> locate job leads in chosen clusters.
#1.12, #2.36	<ul style="list-style-type: none"> describe occupations in the student's chosen career clusters.
#1.16, #2.38	<ul style="list-style-type: none"> develop a formal résumé for career portfolio.
#1.16, #2.38	<ul style="list-style-type: none"> compose letters to use in seeking or terminating employment.
#1.11, #2.38	<ul style="list-style-type: none"> complete job application, identifying standards by which employers judge applications.
#2.38	<ul style="list-style-type: none"> identify documents needed for an interview.
#2.38, #6.3	<ul style="list-style-type: none"> demonstrate techniques used in interviewing.
#1.12, #2.38	<ul style="list-style-type: none"> develop interview follow-up materials.
#2.36, #5.3	<ul style="list-style-type: none"> locate and use local, state and national labor market information.
#2.36, #5.3	<ul style="list-style-type: none"> complete in-depth exploration in two or more chosen career clusters.
#1.12, #1.3, #6.3	<ul style="list-style-type: none"> recognize the role and uses of technology in current and future job markets.
#1.12, #1.3, #6.3	<ul style="list-style-type: none"> recognize the importance of safe and appropriate use of technology.
#1.16, #6.1	<ul style="list-style-type: none"> describe the uses and benefits of computers in student's chosen career clusters.
#2.37	<ul style="list-style-type: none"> demonstrate effective techniques for teamwork.
#2.37	<ul style="list-style-type: none"> recognize work ethics needed for success on the job.
#5.1	<ul style="list-style-type: none"> develop skills in solving barriers to employment.
#5.4	<ul style="list-style-type: none"> recognize health and safety practices in the workplace.
#2.37, #6.3	<ul style="list-style-type: none"> recognize the role of pre-employment testing in the workplace.
#5.5	<ul style="list-style-type: none"> identify how unions, professional membership, and labor laws affect employment.
#2.37	<ul style="list-style-type: none"> participate in workplace learning experiences.
#2.37	<ul style="list-style-type: none"> describe workplace evaluation procedures.
#2.33, #2.18	<ul style="list-style-type: none"> develop independent living skills.
#5.4, #6.3	<ul style="list-style-type: none"> identify how family expectations and lifestyles can impact the worker and employer.
#2.36	<ul style="list-style-type: none"> identify career expectations and update Individual Learning Plan (ILP).
CONNECTIONS	
<ul style="list-style-type: none"> PROGRAM OF STUDIES – REVISED 2006 NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC) CAREER DEVELOPMENT COMPETENCIES ACADEMIC EXPECTATIONS SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS) 	

Career Work Experience – Level III

Course Description: Career Work Experience is a course at the secondary level focusing on cooperative work experience for students at the 11 th grade level. The course is designed for all students, and the Individual Learning Plan (ILP) will be a useful tool in determining enrollment in the course. Career Work Experience includes a related class and cooperative work experience in business and industry.	
ACADEMIC EXPECTATIONS	Content/Process
	Students will
#5.4	<ul style="list-style-type: none"> • identify program expectations for Career Work Experience.
#5.4	<ul style="list-style-type: none"> • develop a training plan/agreement for on-the-job training.
#2.37	<ul style="list-style-type: none"> • participate in career work experience.
#6.3	<ul style="list-style-type: none"> • exhibit competencies/skills necessary for the chosen job.
#6.3	<ul style="list-style-type: none"> • identify skill areas needed for the specific job.
#2.38	<ul style="list-style-type: none"> • apply for employment, using application form, résumé, letter of application, interviews, and other employment forms.
#2.37	<ul style="list-style-type: none"> • demonstrate regular and punctual attendance.
#2.37	<ul style="list-style-type: none"> • exhibit appropriate on-the-job behavior.
#5.5	<ul style="list-style-type: none"> • demonstrate effective teamwork on the job.
#2.37	<ul style="list-style-type: none"> • exhibit proper appearance and dress for the job.
#2.31	<ul style="list-style-type: none"> • select ways to maintain health and fitness for the job.
#2.31	<ul style="list-style-type: none"> • accept constructive criticism.
#2.15	<ul style="list-style-type: none"> • summarize information concerning local, state, and federal labor laws affecting work experiences.
#2.37, #1.11	<ul style="list-style-type: none"> • exhibit effective communication skills on the job.
#2.37, #2.31	<ul style="list-style-type: none"> • demonstrate safety procedures on the job.
#2.33	<ul style="list-style-type: none"> • utilize appropriate transportation to and from work site.
#1.9, #2.8, #6.2	<ul style="list-style-type: none"> • use basic math applications in relation to paychecks, banking, and taxes.
#1.16	<ul style="list-style-type: none"> • utilize technology on the job.
#1.9, #2.8	<ul style="list-style-type: none"> • make financial decisions relating to effective use of pay checks.
#1.2, #6.2	<ul style="list-style-type: none"> • explain work benefit packages.
#5.4	<ul style="list-style-type: none"> • apply the decision-making process to problems that arise on the job.
#2.16, #2.37	<ul style="list-style-type: none"> • identify reasons for job dismissal.
#2.37	<ul style="list-style-type: none"> • describe procedures to follow when changing jobs.
#2.37	<ul style="list-style-type: none"> • identify ways to advance at work.
#5.3	<ul style="list-style-type: none"> • identify the role of union and professional memberships in the world of work
#2.37	<ul style="list-style-type: none"> • describe qualities of good leadership.
#5.4, #6.2	<ul style="list-style-type: none"> • utilize time management skills.
#2.36	<ul style="list-style-type: none"> • update Individual Learning Plan (ILP).
CONNECTIONS	
<ul style="list-style-type: none"> • PROGRAM OF STUDIES – REVISED 2006 • NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC) CAREER DEVELOPMENT COMPETENCIES • <i>ACADEMIC EXPECTATIONS</i> • SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS) 	

Career Work Experience – Level IV

<p>Course Description: Career Work Experience is a course at the secondary level focusing on cooperative work experience for students at the 12th grade level. The course is designed for all students, and the Individual Learning Plan (ILP) will be a useful tool in determining enrollment in the course. Career Work Experience includes a related class and cooperative work experience in business and industry.</p>	
ACADEMIC EXPECTATIONS	Content/Process
	Students will
#5.4	<ul style="list-style-type: none"> identify program expectations for Career Work Experience.
#5.4	<ul style="list-style-type: none"> develop a training plan/agreement for on-the-job training.
#2.37	<ul style="list-style-type: none"> participate in career work experience.
#6.3	<ul style="list-style-type: none"> exhibit competencies/skills necessary for the chosen job.
#6.3	<ul style="list-style-type: none"> identify skill areas needed for the specific job.
#2.38	<ul style="list-style-type: none"> apply for employment, using application form, résumé, letter of application, interviews, and other employment forms.
#2.37	<ul style="list-style-type: none"> demonstrate regular and punctual attendance.
#2.37	<ul style="list-style-type: none"> exhibit appropriate on-the-job behavior.
#5.5	<ul style="list-style-type: none"> demonstrate effective teamwork on the job.
#2.37	<ul style="list-style-type: none"> exhibit proper appearance and dress for the job.
#2.31	<ul style="list-style-type: none"> select ways to maintain health and fitness for the job.
#2.31	<ul style="list-style-type: none"> accept constructive criticism.
#2.15	<ul style="list-style-type: none"> summarize information concerning local, state, and federal labor laws affecting work experiences.
#2.37, #1.11	<ul style="list-style-type: none"> exhibit effective communication skills on the job.
#2.37, #2.31	<ul style="list-style-type: none"> demonstrate safety procedures on the job.
#2.33	<ul style="list-style-type: none"> utilize appropriate transportation to and from work site.
#1.9, #2.8, #6.2	<ul style="list-style-type: none"> use basic math applications in relation to paychecks, banking, and taxes.
#1.16	<ul style="list-style-type: none"> utilize technology on the job.
#1.9, #2.8	<ul style="list-style-type: none"> make financial decisions relating to effective use of pay checks.
#1.2, #6.2	<ul style="list-style-type: none"> explain work benefit packages.
#5.4	<ul style="list-style-type: none"> apply the decision-making process to problems that arise on the job.
#2.16, #2.37	<ul style="list-style-type: none"> identify reasons for job dismissal.
#2.37	<ul style="list-style-type: none"> describe procedures to follow when changing jobs.
#2.37	<ul style="list-style-type: none"> identify ways to advance at work.
#5.3	<ul style="list-style-type: none"> identify the role of union and professional memberships in the world of work
#2.37	<ul style="list-style-type: none"> describe qualities of good leadership.
#5.4, #6.2	<ul style="list-style-type: none"> utilize time management skills.
#2.36	<ul style="list-style-type: none"> update Individual Learning Plan (ILP).
CONNECTIONS	
<ul style="list-style-type: none"> PROGRAM OF STUDIES – REVISED 2006 NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE (NOICC) CAREER DEVELOPMENT COMPETENCIES ACADEMIC EXPECTATIONS SECRETARY’S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS) 	