2012 – 2013

Arkansas Department of Career Education
Model Framework

Course Title: **Career Development**

Career Cluster: **All**

Secondary – Career Guidance	
Course Number	399280
CIP Number	(***Program area responsibility to insert CIP code(s)/titles***)
Grade Level	7-8
Standard Length	Semester
Teacher Certification	Choose an item. / Choose an item.
CTSO	Support Course
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	(***Program area responsibility to insert web address of certification site(s)***)

2012 – 2013

Arkansas Department of Career Education
Student Performance Standards

Course Title: Career Development

Purpose
Career Development is the foundation that encompasses the skills and knowledge necessary to be successful in any selected career pathway and program of study regardless of postsecondary plans. Career development is prerequisite in nature and fundamental for all subsequent career planning and preparation. The theory is to plan for something with a career focus and prepare for everything with a well-rounded education.

Career Development is the sequence of career related choices and transitions over a span of time. It includes awareness of self and the world of work with planning, preparation and pursuance of a satisfying and fulfilling career. The process begins early in life and may continue throughout a lifetime. Guidance, facilitation and coaching are necessary to help an individual transition through education, job preparation and career changes

The major goal of Career Development is to prepare students to take responsibility and become engaged in their own futures. Through career development, students will be able to progress through the educational environment with viable education, training, and career plans for transition to adult life. Students will have the fundamental knowledge to take advantage of learning opportunities while adapting to changing personal needs and trends of local, national, and global economies.

Career Development Course Description

Course Code (399280) is a one or two semester course for grades 7-8 designed to teach career development through research and understanding of self and the world of work for college and career readiness. Career research and decision-making with education and training plans for exploration and development will be core standards. Students will be knowledgeable of career options, and the personal skills, aptitudes, and employer expectations of future careers of choice. Students will identify personal traits and characteristics for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career. Through better recognition and understanding of personal interests, values, aptitudes and abilities students can assess how they relate to the world of work in order to acquire the skills necessary for appropriate placement in the workforce.

Students will demonstrate the use of technology to gather information about careers and demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated. Students shall develop a career focus with viable expectations for success based upon careful research, consistent planning and employment preparation.

Special Notes

ACT 743 – *AN ACT TO ESTABLISH ARKANSAS COLLEGE AND CAREER READINESS STANDARDS; TO DEVELOP CRITERIA TO EVALUATE, SUPPORT, PROMOTE, AND FUND ARKANSAS CAREER AND TECHNICAL EDUCATION PROGRAMS; AND FOR OTHER PURPOSES.* The intent of this act was to create the Arkansas College and Career Readiness Planning Program; to lower educational costs, shorten a student's time to degree completion, and increase the overall success rate of Arkansas students by reducing the need for remediation; and to ensure that students have the career readiness skills to compete in the global economy.

ACE Policy – Career Planning - Upon completion of the eighth grade, each student shall have a four-year plan, which includes courses to be taken on file. The career plan is then revisited each year for any necessary adjustments. It is recommended that career plans include a minimum of two (2) years of post secondary education.

Arkansas Common Core State Standards

ELA Speaking and Listening Standards Grade 7
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. **SL7.1**
    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL7.1a**
    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **SL7.1b**
    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. **SL7.1c**
    d. Acknowledge new information expressed by others and, when warranted, modify their own views. **SL7.1d**
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **SL7.2**
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **SL7.3**
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **SL7.4**
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **SL7.5**

ELA Language Grade 7

4.   Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. **L7.4**

    a.   Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L7.4a**

    b.   Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). **L7.4b**

    c.   Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **L7.4c**

    d.   Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L7.4d**

6.   Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L7.6**

Reading Standards for Literacy in Technical Subjects Grades 6-8

1.   Cite specific textual evidence to support analysis technical texts. **R6-8.1**

2.   Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **R6-8.2**

3.   Follow precisely a multistep procedure when performing technical tasks. **R6-8.3**

4.   Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context. **R6-8.4**

5.   Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **R6-8.5**

6.   Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **R6-8.6**

7.   Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **R6-8.7**

8.   Distinguish among facts, reasoned judgment based on research findings, and speculation. **R6-8.8**

9.   Compare and contrast the information gained from simulations, video, or multimedia sources with that gained from reading a text on the same topic. **R6-8.9**

10.   Read and comprehend technical text complexity band independently and proficiently. **R6-8.10**

Writing Standards for Literacy in Technical Subjects Grades 6-8

1.   Write arguments focused on discipline-specific content. **W6-8.1**

    a.   Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically **W6-8.1a**

      b.   Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **W6-8.1b**

      c.   Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W6-8.1c**

      d.   Establish and maintain a formal style. **W6-8.1d**

      e.   Provide a concluding statement or section that follows from and supports the argument presented

2.   Write informative/explanatory texts, including the narration technical processes. **W6-8.2**

      a.   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W6-8.2a**

      b.   Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W6-8.2b**

      c.   Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W6-8.2c**

      d.   Use precise language and domain-specific vocabulary to inform about or explain the topic. **W6-8.2d**

      e.   Establish and maintain a formal style and objective tone. **W6-8.2e**

      f.   Provide a concluding statement or section that follows from and supports the information or explanation presented. **W6-8.2f**

3.   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W6-8.4**

5.   With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **W6-8.5**

6.   Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **W6-8.6**

7.   Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **W6-8.7**

8.   Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W6-8.8**

9.   Draw evidence from informational texts to support analysis reflection, and research. **W6-8.9**

10.   Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W6-8.10**

Career Development Standards

After successfully completing this program, the student will be able to perform the following:

1.0 Self-awareness – Develop honest awareness of self and personal preference for the purpose of self-promotion, advocacy and management necessary for achieving success in the world of work;

2.0 Locate Career Information – Analyze occupational and career resources necessary to digest current, accurate, and unbiased information relevant to personal preference;

3.0 Career Decision-making – Formulate career decisions based upon a decision-making process necessary for choosing a career pathway with the highest probability of success;

4.0 High school and career planning – Develop tentative high school and career plans with a logical sequence of courses and achievable steps for success aligned toward a career focus area;

5.0 Career readiness – Assess and explain fundamental career readiness skills which form the basis for further career preparation.

Technology Content Standards

After successfully completing this course, the student will be able to perform the following:

T1.0 Customizing Documents – Apply advanced functions of document formatting to previous knowledge including, but not limited to; document styles, templates and columns.

T2.0 Advanced Tables – Expand current working knowledge of tables by formatting layout as well as manipulating data.

T3.0 Business Forms – Create and format data entry forms for use in the business world.

T4.0 Mail Merging – Conduct a mail merge between a formatted document and envelopes for circulation using sorting and filtering of data.

T5.0 Advanced Graphics – Properly apply graphics to a document to place emphasis on important information.

2012 – 2013

Arkansas Department of Career Education
Student Performance Standards

Course Title: **Career Development**
Course Number: **399280**
Course Credit: **N/A**

Career Development Performance Indicators: At the completion of the course the student will be able to . . .

1.0 Self-awareness
    1.1 Develop an understanding of personality and how it relates to finding a satisfying career.
    1.2 Explain the value of determining personal ability in choosing a realistic career based upon capability.
    1.3 Develop an understanding of appropriate behavior in the workforce to become successful in any field.

2.0 Locating career information skills
    2.1 Locate, identify, research, and digest occupation information.
    2.2 Identify relevant benefits to finding and working in a specific career.
    2.3 Demonstrate an understanding of the relationship between the changing nature of work and the requirements to obtain and maintain a job.

3.0 Career decision-making skills
    3.1 Identify steps in a decision-making process.
    3.2 Identify personal goals, resources, opportunities, values, and advantages affecting the choice of career pathways.
    3.3 Develop a career decision-making process to determine a tentative career goal.

4.0 High school and career planning skills
    4.1 Explain the value and importance of adhering to a career plan of action.
    4.2 Develop an education and training plan.
    4.3 Create a Career Development Portfolio to store and update education, training and career plans.
    4.4 Determine possible outcomes due to extraneous factors.

5.0 Career readiness skills
    5.1 Develop fundamental employability skills to obtain employment.
    5.2 Explain work discipline to retain and maintain employment.
    5.3 Explain the importance of developing transferable job skills relevant to most careers to improve mobility in the workforce.

Technology Content Performance Indicators: At the completion of the course the student will be able to:

T1.0   Customize Documents
    T1.1   Develop an understanding of creating and customizing word processing documents using different document styles.
    T1.2   Demonstrate the use of templates and how to modify them.
    T1.3   Create word processing documents with multiple columns.

T2.0   Advanced Tables
    T2.1   Develop an understanding of creating and formatting tables in a word processing document.
    T2.2   Demonstrate the use of sorting data within a table.
    T2.3   Apply a style to a table.

T3.0 Business Forms
    T3.1   Identify steps in building a business form using word processing software.
    T3.2   Illustrate how to input data into business forms.
    T3.3   Demonstrate the use of modifying text content controls in a business form.
    T3.4   Develop an understanding of formatting and protecting a business form.

T4.0   Mail Merging
    T4.1   Develop an understanding of the mail merge process.
    T4.2   Investigate the personal and professional uses of merged documents.

T5.0   Advanced Graphics
    T5.1   Illustrate a word processing document using graphics.
    T5.2   Create a chart in a word processing document.
    T5.3   Explain the uses for a text box in a word processing document.

Common Career and Technical Core Career Ready Practices (CCTC CRP)

Documenting students as "career ready" is difficult but career-ready individuals are employable because of the value added to the employer.

Career Ready Practices
1. Act as a responsible citizen in the workplace and the community. (CRP1)
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. Apply appropriate technical skills and academic knowledge. (CRP2)
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work related practices.

3. Practice personal health and understand financial literacy. (CRP3)
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

4. Communicate clearly, effectively, and with reason. (CRP4)
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; are active listeners and speak clearly with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

5. Understand the environmental, social, and economic impacts of decisions. (CRP5)
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact on other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and adhere to regulations affecting the nature of their work. They are cognizant of the impact on the social condition, the environment, workplace, and profitability of the organization

6. Demonstrate creativity and innovation. (CRP6)
Career-ready individuals recommend ideas that solve problems in new and different ways that contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which

ideas and suggestions may have the greatest value. They seek out new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

7. Employ valid and reliable research strategies. (CRP7)

Career-ready individuals employ research practices to plan and carryout investigations, create solutions, and keep abreast of the most current findings related to the workplace environment and practices. They use a reliable research process to search for new information and. Confirm the validity of sources when considering the use and adoption of external information or practices.

8. Utilize critical thinking to make sense of problems and persevere in solving them. (CRP8)

Career-ready individuals recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider options to solve the problem and once agreed upon, follow through to ensure the problem is resolved.

9. Model integrity, ethical leadership, and effective management. (CRP9)

Career-ready individuals consistently act in ways that align to personal and community held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and recognize the short—term and long—term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. Develop an education and career plan aligned to personal goals. (CRP10)

Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

11. Apply technology to enhance productivity. (CRP11)

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks--personal and organizational–of technology applications, and they take actions to prevent or mitigate these risks.

12. Work productively in teams while integrating cultural/global competence. (CRP12)

Career-ready individuals positively contribute to every team as both a team leader and team member. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

Career Development Indicators, Objectives, and Recommended Applications/Activities

Standard 1.0 Self-Awareness			
Performance Indicator 1.1 Personality Awareness Objectives	**Suggested Application/Activity**	**Common Core State Standards**	**Technology Standards**	**Career Ready Practices**
1.1.1 Identify personal interests, likes, and dislikes and examine how they are reflected in work related settings.	• Assess personal interests, values, and skills by taking inventories on O*Net Interest Profiler (CR 101 Unit Finding Your Career) or Career Cruising at www.careercruising.com or Holland Code at www.roguecc.edu/Counseling/HollandCodes/about.asp • Formulate a personal bio-poem found at www.arcota.org • Evaluate the results and create a bookmark list of favorite careers to the portfolio. • Create a personality poster/flyer/collage depicting characteristics of self.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
1.1.2 Evaluate how self-concept could positively or negatively affect educational achievement**.**	• Determine level of personal self-esteem: • Use www.queendom.com to assess personal self-concept • Compose a role play or skit demonstrating the effects of self-concept on educational achievement.	**SL7.1a** **SL7.1c**		
1.1.3 Participate in collaborative conversations with diverse partners to evaluate personal self-esteem with strategies to improve self-esteem.	• Originate a role play or skit demonstrating the effects of low and high self-esteem. • Compose a short essay evaluating the advantages of having a positive self-esteem. • Using iPads or Computers – NOTEPAD, allow students to blog back and forth. This can be done between class periods. • Critique personal styles with diverse partners using an activity similar to Compass Points Personal Styles found at www.arcota.org			
1.1.4 Assess personal success or failure due to having positive or negative attitude.	• Compose a two-column list of people expressing positive or negative attitude using Microsoft Word or Excel. • Write an essay based on personal experiences to illustrate the effects of having a positive attitude and/or a negative attitude to publish or present. • Design a flyer that illustrates methods to improve attitude.		**T1.3**	

1.1.5 Identify personal values and the effect they have working in specific career fields.	• Assess personal values by taking inventories in the Work Importance Profiler on O*Net or Career Cruising at www.careercruising.com or Holland Code at www.roguecc.edu/Counseling/HollandCodes/about.asp. • Complete a Career and Educational Exploration template found at Arkansas College and Career Planning System - http://arworks.arkansas.gov based on assessment results. • Write an essay depicting effects of personal values on working in the tentative career field. • Compose a table of the results of three interviewed employees. Determine the correlation of the employees' personal values with their career choices.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
1.1.6 Identify and assess personal learning style and the relation it may have toward success in a chosen career field.	Discover learning styles • Birmingham Grid for Learning- www.bgfl.org/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/ • Identify teaching styles of school instructors and personal learning styles to determine conflicts and matches using Learning Styles Connection found at www.arcota.org. • Assess personal learning style in typical areas of study toward a tentative career goal.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
1.1.7 Assess how a career will affect personal lifestyle preference.	• Real-Life Arkansas-http://www.real-life.arkansas.gov/ • Write an essay to demonstrate how a career will affect the student's individual personal and satisfying lifestyle resulting in happiness. • Research a biography of favorite celebrity and present a PowerPoint on how their personal lifestyle preference influenced their career choice. • Suggestion: Locate nearest Junior Achievement Program (www.jaark.org) for resources to be used in the classroom including Life Games.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
1.1.8 Demonstrate understanding of personality and how it affects choosing a career.	• Create a word cloud using (Wordle.net or abcya.com) personality adjectives that describes you. • Create a personal flyer/brochure/poster that depicts the individual's personality. • Use WebQuest.org	**L7.4a** **W6-8.2d**	**T5.1**	

	• Suggested Unit 1 Project-Based Assessment: Create and compile personal information through "Self-Awareness Book" found under LiveBinders at www.arcota.org			
Performance Indicator 1.2 Aptitude Awareness Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
1.2.1 Identify personal aptitudes, abilities, skills, strengths, talents and weaknesses.	• Create a poster signifying personal attributes • Research & Design a "Me T-shirt" or "Family Crest" • Develop a Personality PowerPoint Presentation	**L7.4a** **W6-8.2d**		
1.2.2 Explain how a career can satisfy the basic human need to achieve success.	Relate success to respect, status, recognition, mastery, authority, confidence and independence. • Use Abraham Maslow's Hierarchy of Needs activity found at www.edpsycinteractive.org/topics/regsys/maslow.html • Use needs vs. wants activity found at www.jaark.org • Use the Values Auction - http://www.arcota.org			
1.2.3 Explain the value of finding the aptitude for doing certain things well and creating opportunities for development and success**.**	Determine personal aptitudes in logical, sequential/numerical, finger and physical dexterity, visual, spatial, eye-hand-foot coordination, mechanical, artistic, creative, industrious, etc. • Learning Styles/Aptitudes – arcota.org http://www.change-management-coach.com/aptitude-test.html Associate natural talent with success via Internet depictions. • http://www.pickthebrain.com • Write a finding summary of the relation between aptitude and success.			
1.2.4 Define how pride in work produces personal satisfaction, success and happiness**.**	• Parent Panel - Interview a parent/guardian regarding how much personal pride, satisfaction, success, and happiness he/she places in his/her job and present the findings. • Student show-and-tell of personal success and pride			
1.2.5 Explain the importance of determining personal ability and how it affects choosing a career.	• Assess personal skills by taking a skills assessment on the O*Net Ability Profiler. • Complete a Career and Educational Exploration template based on assessment results (Three Person Match). • Cite evidence of people who overcame great odds to become successful in a chosen career with relation to the amount of effort that was required to overcome those obstacles.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		

Performance Indicator 1.3 Workforce Behavior Awareness Objectives	Recommended Application/Activity	CCSS ELA	CCTC	CRP
1.3.1 Assess the consequences of inappropriate behavior toward others**.**	Use role play or skits to demonstrate appropriate and inappropriate behavior. • Key and present an explanation about this topic for others. • Model appropriate behavior in the workplace. • Utilize various websites for researching appropriate and inappropriate behavior on the job. • Prepare a case to present view about appropriate behavior and the affects it has on workplace success and individual promotion.		**T1.1**	
1.3.2 Explain how respect plays a positive role interacting with diverse groups essential to achieving success**.**	• Participate in team building exercises. • Personality Color Chart activity found at arcota.org • Write a letter to the Student Body President recommending ways to interject respect among diverse groups. • http://www.scribd.com		**T1.1**	
1.3.3 Identify various work environments and working conditions.	• Create a brochure using the Department of Labor's Bureau of Labor Statistics' website-http://www.bls.gov. • Research and describe typical work environments and working conditions from the 16 Federal Career Clusters. • Build-A-Career free app	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
1.3.4 Consult with or observe adult role models at work to identify elements of their work with respect to responsibilities and working with others**.**	• Participate in a virtual or live job shadowing experience. • View and listen to CEV Multimedia DVDs for informational interviews. • Tour local industries • knowitall.scetv.org to review 16 career clusters videos			
Standard 2.0 Locating Career Information Skills				
Performance Indicator 2.1 Locating Information Objectives	Recommended Application/Activity	CCSS ELA	CCTC	CRP
2.1.1 Demonstrate the ability to	Describe the importance of accurate, current, and unbiased career	**L7.4a**		

use different types of career information resources to identify the 16 Career Clusters and the career pathways within them.	information for career planning. Explore Career Clusters, Career Pathways, and Programs of Study • http://occupationaloutlook-handbook.net • http://onetcenter.org • http://www.careeronestop.org/ • http://www.texascaresonline.com/ • http://acinet.org • https://www.arjoblink.arkansas.gov • http://www.discoverarkansas.net/ • http://Careertech.org • http://CareerClusters.org • http://ace.arkansas.gov/cte/careerClusters/Pages/default.aspx	**R6-8.3** **R6-8.7** **W6-8.6**		
2.1.2 Locate specific occupational information to determine pertinent and relevant facts.	• Distinguish between job duties, job description, job qualifications, education and training requirements • Define work environment and working conditions. • Create a Quizlet or matching exercise in which students will align different types of work with work environment – http://www.quizlet.com.			
2.1.3 Determine job growth and opportunities.	Discover occupation outlook opportunities: • Review *Career Watch* magazine. • Review *Arkansas Next* magazine. • Review Discover Arkansas of local employment opportunities • Subscribe to local and state newspapers (check for free educational subscriptions)			
2.1.4 Identify work schedule--self-employed, part-time, full-time, temporary, and seasonal.	• Explore work schedules from various career fields • Discuss the advantages and disadvantages of various work schedules. • Conduct a scavenger hunt with work schedule terms.		,	
Performance Indicator 2.2 Work Benefits Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
2.2.1 Identify the advantages and disadvantages of being employed in a non-traditional occupation.	• Explore non-traditional pathways and why roles are stereotyped • List possible career options (20) from the 16 Career Clusters that use the skills, values, and abilities that you have or plan to develop.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**	T5.2	

.	• Watch DVDs pertaining to non-traditional roles in the workforce. (i.e. *A Woman in a Man's World and a Man in a Woman's World)*. • Identify successful people working in non-traditional careers. • Guest speakers in a non-traditional occupation (i.e. firefighter, police officer, nurse, etc.). • Create a two column document listing the advantages and disadvantages of a non-traditional occupation.			
2.2.2 Identify job benefits and forms of income.	• Distinguish between the forms of income: salary, wages, commission, piecemeal, and contract and what typical career fields with which they align. • Identify typical job benefits in addition to monetary payment. • Identify related benefits for working in particular industries. • Analyze a pay stub "Reading Your Paycheck—Fake Bank of Arkansas" and "Employee Wages" and "Check Stub—John Smith" found at www.arcota.org			
2.2.3 Define how a career: identifies a person, determines lifestyle, provides security, builds self-esteem, promotes social interaction, provides opportunities for accomplishment, provides a mental and/or physical outlet.	• Demonstrate through on-line research how people are identified in today's society. • Explain how last names often reflect the career of a person in one's ancestry. • Write a short essay to show how you want to be recognized and remembered as a result of your chosen career. • Create a role play video of varying stereotypes in the work place. • Produce and publish an explanation on how one's work can help them achieve personal satisfaction. • Interview three workers regarding their careers and personal satisfaction.			
Performance Indicator 2.3 Work Requirements Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology**.**	• Junior Achievement resources (www.jaark.org) • Executive Planet website-www.executiveplanet.com • Research "Where in the World Did This Come From?" survey. • Create a table and convert it to a graph based on the survey results.			
2.3.2 Identify educational	• Use the *Occupational Outlook Handbook*-http://www.bls.gov/oco/	**L7.4a**		

requirements for employment in various industries.	• Predict and then research the educational requirements for three careers. Use a Venn diagram to record the results/findings. Present in small or whole groups.	**R6-8.3** **R6-8.7** **W6-8.6**		
2.3.3 Identify skill requirements and maintaining a licensing or certification**.**	Explore industry certifications and state licensing • *Occupational Outlook Handbook*-http://www.bls.gov/oco/ • Identify industries that require licensing/certification. • Identify and record skills needed for personal career choices.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
Standard 3.0 Career Decision-Making Skills				
Performance Indicator 3.1 Decision-Making Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
3.1.1 Describe personal decision-making style**.**	• Describe how you (student) typically make a decision based upon a scenario. • Create a SMART goals cube • Suggested class reading resource: Sean Covey's "7 Habits of Highly Effective Teenagers" • Suggest research Unit 3 on www.arcota.org			
3.1.2 Identify steps in a decision-making process**.**	• Research various decision-making process models • Determine steps for coming to a conclusion in a particular model of choice. • Design and construct a mobile illustrating the decision making process • State why decision-making is a necessary component in planning making changes.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
3.1.3 Demonstrate the use of a decision-making model in a personal career plan**.**	• Use a decision-making process to determine a career goal that could ultimately lead to a successful and satisfying career. • Create a presentation about your personal career plan using a decision-making process.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
3.1.4 Recognize that decision-making often involves conflicts and compromise**.**	• Role play a scenario involving conflicts and possibilities for compromise. • Real-Life Arkansas-http://www.real-life.arkansas.gov • Prepare a list of options for career goals based upon circumstances beyond your control.	**SL7.1** **L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
Performance Indicator 3.2 Setting Goals Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**

3.2.1 Describe attributes of goals and the structure of setting short, medium and long-term goals**.**	- Utilize the goal-setting component of the Arkansas College and Career Planning System to set short, medium and long term goals. - Outline the main points/attributes of setting goals. - Create a timeline of personal life map, for example, goals of year 1, year 5, year 10, etc.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
3.2.2 Define attributes of goals and categorize them.	- Develop and categorize SMART goals for personal, educational, recreational, professional/career, and financial focus areas. - Create a word processing document with graphics, inserting text boxes and style to form a personal projected career ladder.			
3.2.3 Identify available resources needed to meet personal goals**.**	- Associate all available resources that would help you (student) successfully reach listed goals. - Create a WebQuest mapping out available resources found through research. - Critique the lack of available personal resources and state your idea of what's missing!	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
3.2.4 Explain how career planning to attain goals is a lifelong process beginning early in life**.**	- Explain how changing demographics, technology, economy, personal interests, achievement, setbacks and family can affect goal achievement and realignment. - Research and find a comic/comedy about illogical planning.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
3.2.5 Describe how personal values affect decisions due to conflicting demands.	- Prepare and conduct a collaborative debate describing the effects of family, culture, beliefs, and personal values on decisions. - Using technology, create a time management table - Create a plan to overcome obstacles in reaching their career goals	**SL7.1**		
Performance Indicator 3.3 Career Decision-Making Process Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
3.3.1 Compare and contrast postsecondary options leading to a career goal**.**	- Write a persuasive speech arguing for/against postsecondary (college degree) education. - Analyze postsecondary options (including work-based learning and technical training) with a word processing table which is sorted by various criteria (i.e. tuition, location, size, etc.). - Research and hypothesize the top 10 fastest growing and top 10 slowest growing jobs			

		CCSS ELA	CCTC	CRP
3.3.2 Identify employment trends and unknown factors that can affect personal career plans.	• Form a panel to discuss viewpoints on possible factors playing a role in decision-making and reaching life and career goals. • Use www.playspent.org to see if you can make it through unexpected changes. • Research emerging industries in the state or region that may produce viable career opportunities. • Identify possible scenarios that could distract one from completing their plans successfully. • Junior Achievement program (*Economics for Success*)-free CD • Compose a short skit identifying a scenario that would distract one from their career plan.			
3.3.3 Demonstrate understanding of importance for processing information logically and sequentially in a planning process.	• Restate in your own words the importance for processing information logically and sequentially in the career planning process. • Create a digital infomercial	**W6-8.1** **W6-8.4**		
3.3.4 Identify the advantages and disadvantages for careers of choice to determine a tentative career goal.	• Utilize an ACDA student contest to create a career poster, panorama, career video or presentation. • Create a spreadsheet/table to compare and contrast occupations that have been researched to list advantages and disadvantages for each of three tentative careers goals.	**SL7.1**		
Standard 4.0 High School and Career Planning Skills				
Performance Indicator 4.1 Career Planning Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
4.1.1 Explain how career planning can save time, energy and money.	• Implement activities from the *Arkansas Next* and *Career Watch* magazines • Write a summary detailing relative cost due to extended time reaching career goals.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
4.1.2 Explore the education and training requirements to meet certain job qualifications.	• College and Career Planning System- http://arworks.arkansas.gov. • Career Plans of Study-www.careertech.org • Explore on-line help-wanted ads. • Participate in live or virtual business and industry tours.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
4.1.3 Describe how job	• Participate in live or virtual business and industry tours.			

shadowing, mentoring and internships can play an important role in choosing a career.	• Write a persuasive letter to your administrators stating the advantages of exploring face-to-face, real world situations through job shadowing.			
Performance Indicator 4.2 Education and Trainings Plans Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
4.2.1 Identify education requirements for graduation and postsecondary transition based upon personal career focus.	Research and identify prerequisites, diplomas, GEDs, degrees, certifications, licenses, credit, elective, graduation requirements • College and Career Planning System- http://arworks.arkansas.gov. • Formal Career Action Plan (CAP) forms/folders • Discuss keys to success through various assessments such as ACT Explore, Plan, ACT, PSAT, SAT, ASVAB, etc. • Invite school counselors to present graduation requirements information • Invite college recruiters to present course schedules, course credit hours, and entry requirements	**L7.4a R6-8.3 R6-8.7 W6-8.6**		
4.2.2 Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus.	Explore on-the-job training, internships, apprenticeships, extended learning and work-based learning opportunities. • Participate in live or virtual business and industry tours. • Research and summarize job requirements leading to entry level job positions. • Research school and community related opportunities to gain relevant work experience.			
4.2.3 Identify viable pathways of study with postsecondary education and training opportunities for a chosen career focus.	• College and Career Planning System- http://arworks.arkansas.gov. • Career Pathways-www.careertech.org • Careervision.org • Take virtual tours of college campuses. Arkansas campuses are listed in *Arkansas NEXT Magazine*. • http://www.edonline.com/newtest/index.php	**L7.4a R6-8.3 R6-8.7 W6-8.6**		
4.2.4 Demonstrate understanding of employment requirements concerning	• College and Career Planning System- http://arworks.arkansas.gov/Pages/default.aspx • Create a publication or presentation describing employment	**SL7.5 L7.4a R6-8.3**		

degrees, certifications, licenses, diplomas, experience and job skills.	requirements for a specific job or career. • Sell an idea of your "dream career", including requirements, degrees, job skills, etc.	**R6-8.7** **W6-8.6**		
Performance Indicator 4.3 Career Development Portfolio Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
4.3.1 Describe the components and process in developing a career portfolio.	Design a career ladder using popsicle sticks for a tentative career goal beginning where you are and reaching an ultimate career goal with dates for completion. • List documents that would typically be maintained to identify accomplishments leading up to application to further education or career. • Use a timeline to demonstrate the completion of a career portfolio in the College and Career Planning system. http://arworks.arkansas.gov-Timeline	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
4.3.2 Develop a plan of action outlining a progressive transition toward a specific career focus with multiple outlets for success along a chosen career pathway.	Explore financial aid, grants, scholarships, and tuition • Use Formal Career Action Plan (CAP) forms • Use sample plans of study – http://ace.arkansas.gov/cte/careerClusters/Pages/default.aspx • Career Plans of Study-http://www.careertech.org • Assemble an education and training plan of action for education, training and work experience leading to a career goal.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**	**T2.1** **T2.2** **T2.3**	
4.3.3 Create an electronic career development portfolio.	• Create an electronic portfolio in the Arkansas College and Career Planning System, My Portfolio http://arworks.arkansas.gov or www.careercruising.com or other related site (for example, LiveBinder at www.livebinder.com) • Each One Teach One - Share your e-portfolio with someone and teach them how to create one.			
Performance Indicator 4.4 Employment Factors Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
4.4.1 Determine opportunity cost over a lifespan for achieving a personal career goal.	• Create a basic table illustrating the opportunity costs for achieving a career goals including education and training expenses, lost time from work while in school, relocating for jobs, & cost of living due to change.			

	• Economics for Success program from http://www.jaark.org			
4.4.2 Explain how distracters and barriers can hinder an individual from completing plans.	• Discuss the distracters that affect individual career plans. • List barriers that may cause personal hardships and resources to assist in overcoming those barriers. • Economics for Success CD called LIFE from www.jaark.org. • Interview 3 people asking what distracters/barriers they encountered in completing their career plans.			
4.4.3 Assess the relative income and benefits of a future career goal with respect to personal goals and lifestyle**.**	• Real-Life Arkansas-http://www.real-life.arkansas.gov • http://www.jaark.org • Research your dream vehicle. Calculate and present costs of buying that vehicle. • Research Finance under Career Clusters Activities on www.arcota.org			
4.4.4 Identify economic conditions that may affect career plans.	Explore global economy and outsourcing. • Research recent and expected trends in the global economy that will produce or reduce job markets. • Write a letter to the editor after evaluating an article in the newspaper discussing how the article may affect personal career plans. • Produce a time writing piece that compares economic conditions over a specific time period−agricultural based, manufacturing based and service based economies. • Start your own business! Advertise with a pamphlet/brochure assuring the public of your employment trends knowledge. • "Did You Know?" found at www.youtube.com/watch?v=cL9Wu2kWwSY	**W6-8.8** **W6-8.9** **W6-8.10**		
4.4.5 Identify the advantages and challenges of self-employment.	• Conduct an entrepreneurship inventory to determine personality characteristics for leadership and management skills. • Construct a Bio Cube (Read/Write/Think) object that describes an entrepreneur who is recognized either state-wide or nation-wide.	**SL7.1a** **SL7.5** **R6-8.7** **R6-8.8**	**T5.3**	
Standard 5.0 Career Readiness Skills				
Performance Indicator 5.1 Employability skills Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**

5.1.1 Identify employment preparation activities leading up to employment.	Explore and review job applications, resumes, interviewing, letter of application and follow-up, job search and job search strategies. • Conduct a pre-assessment activity for identifying pre-employment preparation steps	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
5.1.2 Create a letter of application and a follow-up letter for a chosen career goal.	• Type a letter of application for a tentative career goal using relevant employers. • Create a cover letter and data source file. • Edit data in cover letter. • Merge data, sort and filter records within the merged document. • Type a follow-up letter which would typically follow an interview. • Investigate the uses of mail merge in the application process and in the business setting.		**T4.1** **T4.2**	
5.1.3 Identify the components of a resume.	• MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov. • Explain and input data into an electronic resume template. • Create a functional, skills, and/or chronological resume.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**	**T1.2**	
5.1.4 Identify the parts of an employment application.	• Compare and contrast various paper and online job applications based on specific career options. • Explain and input data into an electronic employment application (business form). • MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov.	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**	**T3.1** **T3.3** **T3.4**	
5.1.5 Identify and demonstrate successful individual and group introductions.	• Simulate introductions of 1-to-1, 1-to-small group, 1-to-large group. • MonsterJobs-http://www.monsterjobs.com • Demonstrate formal interview introductions with videotaping for review and critique. • College and Career Planning System-http://arworks.arkansas.gov	**L7.4a** **R6-8.3** **R6-8.7** **W6-8.6**		
5.1.6 Identify job search strategies and resources for finding job openings**.**	List where job search information is located (i.e. networking, newspaper, Internet sites, etc.). • MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov.			

	• http://www.careerbuilder.com • http://www.indeed.com • http://www.simplyhired.com • http://www.justjobs.com • http://www.snagajob.com/			
Performance Indicator 5.2 Work Discipline Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
5.2.1 Identify work discipline characteristics (work ethic, honesty, integrity, loyalty, dependability, cooperation, teamwork, tenacity, networking, organization, dedication, conflict management, flexibility and carefulness).	• Participate in a virtual or live job shadowing experience. • View and listen to CEV Multimedia DVDs for informational interviews. • Understand body language analysis and lie detector using http://www.usanetwork.com/series/criminalintent/			
5.2.2 Describe the importance of earning an income and managing personal finances.	• Real-Life Arkansas-http://www.real-life.arkansas.gov • PlaySpent-http://www.playspent.org • Write a summary of findings on self-respect from productive work from the above sites.	**L7.4a R6-8.3 R6-8.7 W6-8.6**		
5.2.3 Explain the value of volunteering to gain experience, developing working relationships for networking, and obtaining recommendations.	• Participate in a community service project. • Create a community service journal. • Research the value of volunteerism. • Begin constructing a table documenting your volunteerism. • http://www.energizeinc.com/art/atimevalue.html			
Performance Indicator 5.3 Transferable Skills Objectives	**Recommended Application/Activity**	**CCSS ELA**	**CCTC**	**CRP**
5.3.1 Assess how personal qualities are important to success.	• Discover how personal qualities impact success (ex. critical thinking, problem solving, listening, observing, collaboration, creativity, perseverance, confidence, initiative, morality, respect, and reasoning skills.) • Using graphics, illustrate the personal qualities of success you believe you possess. • Identify successful people and their qualities that have led to success.		**T5.1**	
5.3.2 Recognize that	• Research how transferable skills affect success in any career	**L7.4a**		

transferable skills are important for changing from one occupation or career to another.	field. • Create a chart of the top 10 transferable (employability) skills • http://www.quintcareers.com • http://www.managing-change.net • http://accounting.smartpros.com	**R6-8.3** **R6-8.7** **W6-8.6**		
5.3.3 Explain the importance of taking responsibility for personal actions on team projects**.**	• "The Apprentice" - Compose a 2-minute speech on why you should take the responsibility for a team project and why you should NOT be fired. (Student choice of presentation method) • Review http://engagementisnotenough.com and write a summary of findings.			
5.3.4 Identify leadership qualities and managerial skills.	• Research and formulate a chart illustrating the personality characteristics of leaders. • Formulate a group activity and evaluate leadership styles of each team member.		**T5.2**	
5.3.5 Demonstrate the importance of conflict resolution to maintain civility in the workplace.	• Create a skit to demonstrate conflict resolution techniques in the workplace. • Use Comic Creator (http://www.readwritethink.org)/Make Beliefs (http://www.makebeliefscomix.com) to depict conflict resolution techniques in the workplace.			
5.3.6 Recognize appropriate business and technology etiquette**.**	• Debate the pros and cons of social media in the workplace and current trends. • Research cases based on the impact of social media in the workplace. • Research appropriate business etiquette in the workplace. • "Etiquette by Country" activity found at www.executiveplanet.com • Document three local business sites' business and technology etiquette policies. Research via Internet or telephone. • Develop a business and technology etiquette policy for your classroom or school.			