Career Preparation General (IMRA26)

Subject: Career Development and Career and Technical Education

Grade: 12

Expectations: 47

Breakouts: 223

(a) Introduction.

   (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

   (2) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.

   (3) Career Preparation General provides opportunities for students to participate in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student. This course combines classroom instruction with business and industry employment experiences that may be outside the student's current program of study. The goal is for students to obtain entry-level employment developing a variety of skills for obtaining and maintaining employment. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

   (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

   (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

   (1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:

      (A) identify different methods to gain employment such as employer websites, job search engines, business locations, networking, and local open forums for job opportunities;

         (i) identify different methods to gain employment

      (B) identify and demonstrate essential workplace skills such as eye contact, professional greetings, punctuality, appropriate dress, and effective communication to gain employment;

         (i) identify essential workplace skills to gain employment

         (ii) demonstrate essential workplace skills to gain employment

      (C) develop a cover letter and create a resume, curriculum vitae (CV), or portfolio;

         (i) develop a cover letter

         (ii) create a resume, curriculum vitae (CV), or portfolio

      (D) demonstrate proper interview techniques in a variety of situations;

         (i) demonstrate proper interview techniques in a variety of situations

(E) create pre-employment documents, including thank you letters, and post-employment documents, including a resignation letter with customary notice provisions;

    (i) create pre-employment documents, including thank you letters

    (ii) create post-employment documents, including a resignation letter with customary notice provisions

(F) complete appropriate employment documents, including application, offer letter, I-9 form, and W-4 form; and

    (i) complete appropriate employment documents, including application

    (ii) complete appropriate employment documents, including offer letter

    (iii) complete appropriate employment documents, including I-9 form

    (iv) complete appropriate employment documents, including W-4 form

(G) describe the benefits of having a job and being self-sufficient.

    (i) describe the benefits of having a job

    (ii) describe the benefits of being self-sufficient

(2) The student develops essential skills necessary for success in the workplace. The student is expected to:

(A) identify and model appropriate hygiene, grooming, and attire for various workplaces;

    (i) identify appropriate hygiene for various workplaces

    (ii) identify appropriate grooming for various workplaces

    (iii) identify appropriate attire for various workplaces

    (iv) model appropriate hygiene for various workplaces

    (v) model appropriate grooming for various workplaces

    (vi) model appropriate attire for various workplaces

(B) demonstrate professionalism by being dependable, working hard, respecting authority, solving problems, taking initiative, communicating effectively, listening actively, and resolving conflicts;

    (i) demonstrate professionalism by being dependable

    (ii) demonstrate professionalism by working hard

    (iii) demonstrate professionalism by respecting authority

    (iv) demonstrate professionalism by solving problems

    (v) demonstrate professionalism by taking initiative

    (vi) demonstrate professionalism by communicating effectively

    (vii) demonstrate professionalism by listening actively

    (viii) demonstrate professionalism by resolving conflicts

(C) model appropriate workplace etiquette in physical and digital environments;

    (i) model appropriate workplace etiquette in physical environments

(ii)   model appropriate workplace etiquette in digital environments

(D) demonstrate accountability by working with other employees to support the organization, completing assigned tasks and taking responsibility for mistakes; and

(i)   demonstrate accountability by working with other employees to support the organization

(ii)   demonstrate accountability by completing assigned tasks

(iii)   demonstrate accountability by taking responsibility for mistakes

(E) demonstrate time management, including prioritizing work to fulfill responsibilities and meeting deadlines.

(i)   demonstrate time management, including prioritizing work to fulfill responsibilities

(ii)   demonstrate time management, including meeting deadlines

(3) The student applies academic skills to the workplace. The student is expected to:

(A) apply appropriate industry-specific mathematical skills;

(i)   apply appropriate industry-specific mathematical skills

(B) develop and analyze a personal budget for a variety of economic situations such as part-time and full-time employment;

(i)   develop a personal budget for a variety of economic situations

(ii)   analyze a personal budget for a variety of economic situations

(C) interpret data from industry-specific tables, charts, and graphs to find solutions to problems;

(i)   interpret data from industry-specific tables to find solutions to problems

(ii)   interpret data from industry-specific charts to find solutions to problems

(iii)   interpret data from industry-specific graphs to find solutions to problems

(D) organize, write, and curate industry-specific documents and electronic communication using appropriate language;

(i)   organize industry-specific documents using appropriate language

(ii)   write industry-specific documents using appropriate language

(iii)   curate industry-specific documents using appropriate language

(iv)   organize industry-specific electronic communication using appropriate language

(v)   write industry-specific electronic communication using appropriate language

(vi)   curate industry-specific electronic communication using appropriate language

(E) interpret and calculate information included in an earnings statement, including wages, Federal Insurance Contributions Act (FICA) deductions, taxes, and other benefits such as tips earned; and

(i)   interpret information included in an earnings statement, including wages

(ii)   interpret information included in an earnings statement, including Federal Insurance Contributions Act (FICA) deductions

(iii)   interpret information included in an earnings statement, including taxes

	(iv)	interpret information included in an earnings statement, including other benefits
	(v)	calculate information included in an earnings statement, including wages
	(vi)	calculate information included in an earnings statement, including Federal Insurance Contributions Act (FICA) deductions
	(vii)	calculate information included in an earnings statement, including taxes
	(viii)	calculate information included in an earnings statement, including other benefits

(F) explain how debt affects financial stability.

    (i) explain how debt affects financial stability

(4) The student exemplifies appropriate interpersonal skills in the workplace. The student is expected to:

(A) explain how interpersonal skills affect human relations on the job;

    (i) explain how interpersonal skills affect human relations on the job

(B) differentiate between characteristics of successful and non-successful working relationships;

    (i) differentiate between characteristics of successful and non-successful working relationships

(C) explain the importance of respecting the rights of others;

    (i) explain the importance of respecting the rights of others

(D) explain how different personalities, experiences, and workstyles of employees can affect the workplace; and

    (i) explain how different personalities of employees can affect the workplace

    (ii) explain how different experiences of employees can affect the workplace

    (iii) explain how different workstyles of employees can affect the workplace

(E) demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online.

    (i) demonstrate professional verbal communication, including proper phone usage with customers in person

    (ii) demonstrate professional verbal communication, including proper phone usage with customers online

    (iii) demonstrate professional verbal communication, including proper phone usage with coworkers in person

    (iv) demonstrate professional verbal communication, including proper phone usage with coworkers online

    (v) demonstrate professional nonverbal communication, including proper body language with customers in person

    (vi) demonstrate professional nonverbal communication, including proper body language with customers online

    (vii) demonstrate professional nonverbal communication, including proper body language with coworkers in person

    (viii) demonstrate professional nonverbal communication, including proper body language with coworkers online

    (ix) demonstrate professional verbal interactions with customers in person

(x)   demonstrate professional verbal communication, including interactions with customers online

(xi)   demonstrate professional verbal communication, including interactions with coworkers in person

(xii)   demonstrate professional verbal communication, including interactions with coworkers online

(xiii)   demonstrate professional nonverbal interactions with customers in person

(xiv)   demonstrate professional nonverbal communication, including interactions with customers online

(xv)   demonstrate professional nonverbal communication, including interactions with coworkers in person

(xvi)   demonstrate professional nonverbal communication, including interactions with coworkers online

(5)   The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:

(A)   research and explain workplace policies and procedures related to absence reporting, employee theft, sexual harassment, recognized holidays, workplace safety, acceptable use policy, jury duty, attendance and punctuality, drug-free workplace, and related consequences;

(i)   research workplace policies related to absence reporting

(ii)   research workplace policies related to employee theft

(iii)   research workplace policies related to sexual harassment

(iv)   research workplace policies related to recognized holidays

(v)   research workplace policies related to workplace safety

(vi)   research workplace policies related to acceptable use policy

(vii)   research workplace policies related to jury duty

(viii)   research workplace policies related to attendance

(ix)   research workplace policies related to punctuality

(x)   research workplace policies related to [a] drug-free workplace

(xi)   research consequences [related to workplace absence reporting policies]

(xii)   research consequences [related to workplace employee theft policies]

(xiii)   research consequences [related to workplace sexual harassment policies]

(xiv)   research consequences [related to workplace recognized holidays policies]

(xv)   research consequences [related to workplace acceptable use policies]

(xvi)   research consequences [related to workplace jury duty policies]

(xvii)   research consequences [related to workplace attendance policies]

(xviii)   research consequences [related to workplace punctuality policies]

(xix)   research consequences [related to drug-free workplace policies]

(xx)   research workplace procedures related to absence reporting

(xxi)   research workplace procedures related to employee theft

(xxii)   research workplace procedures related to sexual harassment

(xxiii)   research workplace procedures related to recognized holidays

(xxiv)   research workplace procedures related to workplace safety

(xxv)   research workplace procedures related to acceptable use policy

(xxvi)   research workplace procedures related to jury duty

(xxvii)   research workplace procedures related to attendance

(xxviii) research workplace procedures related to punctuality

(xxix)   research workplace procedures related to [a] drug-free workplace

(xxx)   research consequences [related to workplace absence reporting procedures]

(xxxi)   research consequences [related to workplace employee theft procedures]

(xxxii)   research consequences [related to workplace sexual harassment procedures]

(xxxiii) research consequences [related to workplace recognized holidays procedures]

(xxxiv)   research consequences [related to workplace acceptable use procedures]

(xxxv)   research consequences [related to workplace jury duty procedures]

(xxxvi)   research consequences [related to workplace attendance procedures]

(xxxvii) research consequences [related to workplace punctuality procedures]

(xxxviii) research consequences [related to drug-free workplace procedures]

(xxxix)   explain workplace policies related to employee theft

(xl)   explain workplace policies related to sexual harassment

(xli)   explain workplace policies related to recognized holidays

(xlii)   explain workplace policies related to workplace safety

(xliii)   explain workplace policies related to acceptable use policy

(xliv)   explain workplace policies related to jury duty

(xlv)   explain workplace policies related to attendance

(xlvi)   explain workplace policies related to punctuality

(xlvii)   explain workplace policies related to [a] drug-free workplace

(xlviii) explain consequences [related to workplace absence reporting policies]

(xlix)   explain consequences [related to workplace employee theft policies]

(l)   explain consequences [related to workplace sexual harassment policies]

(li)   explain consequences [related to workplace recognized holidays policies]

(lii)   explain consequences [related to workplace acceptable use policies]

(liii)   explain consequences [related to workplace jury duty policies]

     (liv)   explain consequences [related to workplace attendance policies]

     (lv)   explain consequences [related to workplace punctuality policies]

     (lvi)   explain consequences [related to drug-free workplace policies]

     (lvii)   explain workplace procedures related to absence reporting

     (lviii)   explain workplace procedures related to employee theft

     (lix)   explain workplace procedures related to sexual harassment

     (lx)   explain workplace procedures related to recognized holidays

     (lxi)   explain workplace procedures related to workplace safety

     (lxii)   explain workplace procedures related to acceptable use policy

     (lxiii)   explain workplace procedures related to jury duty

     (lxiv)   explain workplace procedures related to attendance

     (lxv)   explain workplace procedures related to punctuality

     (lxvi)   explain workplace procedures related to [a] drug-free workplace

     (lxvii)   explain consequences [related to workplace absence reporting procedures]

     (lxviii)   explain consequences [related to workplace employee theft procedures]

     (lxix)   explain consequences [related to workplace sexual harassment procedures]

     (lxx)   explain consequences [related to workplace recognized holidays procedures]

     (lxxi)   explain consequences [related to workplace acceptable use procedures]

     (lxxii)   explain consequences [related to workplace jury duty procedures]

     (lxxiii)   explain consequences [related to workplace attendance procedures]

     (lxxiv)   explain consequences [related to workplace punctuality procedures]

     (lxxv)   explain consequences [related to drug-free workplace procedures]

(B) demonstrate responsible behavior by following applicable workplace and school codes of conduct with integrity;

     (i)   demonstrate responsible behavior by following applicable workplace codes of conduct with integrity

     (ii)   demonstrate responsible behavior by following applicable school codes of conduct with integrity

(C) discuss the importance of ethical behavior in the workplace such as treating others with respect, being honest, working to full potential, and developing a quality work product;

     (i)   discuss the importance of ethical behavior in the workplace

(D) summarize the importance of the Fair Labor Standards Act;

     (i)   summarize the importance of the Fair Labor Standards Act

(E) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA);

   (i) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA)

   (ii) describe the potential consequences of violating privacy laws related to Health Insurance Portability and Accountability Act (HIPAA)

   (iii) describe the potential consequences of violating privacy laws related to Children's Online Privacy Protection Rule (COPPA)

 (F) research and explain the origins and legislative intent of the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX, and the rights and responsibilities established by these laws; and

   (i) research the origins of the Civil Rights Act of 1964, Title VII

   (ii) research the origins of the Education Amendments of 1972, Title IX

   (iii) explain the origins of the Civil Rights Act of 1964, Title VII

   (iv) explain the origins of the Education Amendments of 1972, Title IX

   (v) research the legislative intent of the Civil Rights Act of 1964, Title VII

   (vi) research the legislative intent of the Education Amendments of 1972, Title IX

   (vii) explain the legislative intent of the Civil Rights Act of 1964, Title VII

   (viii) explain the legislative intent of the Education Amendments of 1972, Title IX

   (ix) research the rights established by [the Civil Rights Act of 1964, Title VII]

   (x) research the responsibilities established by [the Civil Rights Act of 1964, Title VII]

   (xi) explain the responsibilities established by [the Civil Rights Act of 1964, Title VII]

   (xii) explain the rights established by [the Civil Rights Act of 1964, Title VII]

   (xiii) research the rights established by [the Education Amendments of 1972, Title IX]

   (xiv) research the responsibilities established by [the Education Amendments of 1972, Title IX]

   (xv) explain the responsibilities established by [the Education Amendments of 1972, Title IX]

   (xvi) explain the rights established by [the Education Amendments of 1972, Title IX]

 (G) research and describe laws and regulations related to a student's employment or a chosen industry or career.

   (i) research laws related to a student's employment or a chosen industry or career

   (ii) research regulations related to a student's employment or a chosen industry or career

   (iii) describe laws related to a student's employment or a chosen industry or career

   (iv) describe regulations related to a student's employment or a chosen industry or career

(6) The student applies concepts and skills related to safety in the workplace. The student is expected to:

 (A) identify and demonstrate safe working practices in the workplace;

   (i) identify safe working practices in the workplace

   (ii) demonstrate safe working practices in the workplace

(B)	identify and illustrate solutions related to unsafe work practices;

    (i)	identify solutions related to unsafe work practices

    (ii)	illustrate solutions related to unsafe work practices

(C)	explain the importance of Occupational Safety and Health Administration regulations in the workplace; and

    (i)	explain the importance of Occupational Safety and Health Administration regulations in the workplace

(D)	describe physical health and mental wellness practices that influence job performance.

    (i)	describe physical health practices that influence job performance

    (ii)	describe mental wellness practices that influence job performance

(7)	The student evaluates personal attitudes, work habits, and skills that support job retention and advancement. The student is expected to:

(A)	identify and develop effective leadership skills through participation in activities such as career and technical student organizations;

    (i)	identify effective leadership skills through participation in activities

    (ii)	develop effective leadership skills through participation in activities

    (iii)	identify appropriate certifications in the current employment position or desired occupational area;

    (iv)	identify appropriate certifications in the current employment position or desired occupational area

(B)	compare rewards and demands associated with various levels of employment in a variety of careers;

    (i)	compare rewards associated with various levels of employment in a variety of careers

    (ii)	compare demands associated with various levels of employment in a variety of careers

(C)	investigate and compare career options by completing interest surveys, career aptitude tests, and skill inventories;

    (i)	investigate career options by completing interest surveys

    (ii)	investigate career options by completing career aptitude tests

    (iii)	investigate career options by completing skill inventories

    (iv)	compare career options by completing interest surveys

    (v)	compare career options by completing career aptitude tests

    (vi)	compare career options by completing skill inventories

(D)	generate short- and long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal and career growth;

    (i)	generate short-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal growth

    (ii)	generate short-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for career growth

    (iii)	generate long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for personal growth

        (iv)   generate long-term Specific, Measurable, Attainable, Realistic, Time-Bound (SMART) goals for career growth

  (E) research and explain methods for developing a growth mindset;

        (i)   research methods for developing a growth mindset

        (ii)   explain methods for developing a growth mindset

  (F) summarize how to appropriately self-advocate in the workplace; and

        (i)   summarize how to appropriately self-advocate in the workplace

  (G) explain the impact of an employee self-evaluations, management performance evaluations, and employee feedback responses on personal job growth.

        (i)   explain the impact of employee self-evaluations on personal job growth

        (ii)   explain the impact of management performance evaluations on personal job growth

        (iii)   explain the impact of employee feedback responses on personal job growth

(8) The student identifies skills and attributes necessary for professional success. The student is expected to:

  (A) evaluate and compare career options, including salaries and benefits;

        (i)   evaluate career options, including salaries

        (ii)   evaluate career options, including benefits

        (iii)   compare career options, including salaries

        (iv)   compare career options, including benefits

  (B) describe how interests, abilities, personal priorities, and family responsibilities affect career choices;

        (i)   describe how interests affect career choices

        (ii)   describe how abilities affect career choices

        (iii)   describe how personal priorities affect career choices

        (iv)   describe how family responsibilities affect career choices

  (C) identify continuing education opportunities that enhance career advancement and promote lifelong learning;

        (i)   identify continuing education opportunities that enhance career advancement

        (ii)   identify continuing education opportunities that promote lifelong learning

  (D) analyze the future employment outlook in an occupational area of interest;

        (i)   analyze the future employment outlook in an occupational area of interest

  (E) describe entrepreneurial opportunities in an occupational area of interest; and

        (i)   describe entrepreneurial opportunities in an occupational area of interest

  (F) evaluate strategies for career retention and advancement in response to the changing global workforce.

        (i)   evaluate strategies for career retention in response to the changing global workforce

(ii)   evaluate strategies for career advancement in response to the changing global workforce