

2015-2016

**Arkansas Department of Career Education
Model Framework**

Course Title	Career Development
Career Pathway	All
Career Cluster	All
Course Number	399280
CIP Number	
Grade Level	7-8
Course Credit	
POS Core	Foundation
End of Course	Not Required
Standards Alignment	CTE Technology Standards Career Ready Practice
Teacher Certification	CTE Endorsement 418
CTSO	Support
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	None

Arkansas Department of Career Education Student Performance Standards

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 (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 Department of Career Education
Student Performance Standards**

Arkansas Career Development Standards

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

- 1.0 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.
 - 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 Analyze occupational and career resources necessary to digest current, accurate, and unbiased information relevant to personal preference.
 - 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 Formulate career decisions based upon a decision-making process necessary for choosing a career pathway with the highest probability of success.
 - 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 Develop tentative high school and career plans with a logical sequence of courses and achievable steps for success aligned toward a career focus area.
 - 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 Assess and explain fundamental career readiness skills which form the basis for further career preparation.
 - 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 Apply advanced functions of document formatting to previous knowledge including, but not limited to; document styles, templates and columns.
 - 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 Expand current working knowledge of tables by formatting layout as well as manipulating data.
 - 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 Create and format data entry forms for use in the business world.
 - 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 Conduct a mail merge between a formatted document and envelopes for circulation using sorting and filtering of data.
 - T4.1 Develop an understanding of the mail merge process.
 - T4.2 Investigate the personal and professional uses of merged documents.

- T5.0 Properly apply graphics to a document to place emphasis on important information.
 - 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.

Career Development Indicators, Objectives, and Recommended Applications/Activities

<i>Standard 1.0 Self-Awareness</i>		
Performance Indicator 1.1 Personality Awareness Objectives	Tech	CRP
1.1.1 Identify personal interests, likes, and dislikes and examine how they are reflected in work related settings.		
1.1.2 Evaluate how self-concept could positively or negatively affect educational achievement.		
1.1.3 Participate in collaborative conversations with diverse partners to evaluate personal self-esteem with strategies to improve self-esteem.		
1.1.4 Assess personal success or failure due to having positive or negative attitude.	T1.3	
1.1.5 Identify personal values and the effect they have working in specific career fields.		
1.1.6 Identify and assess personal learning style and the relation it may have toward success in a chosen career field.		
1.1.7 Assess how a career will affect personal lifestyle preference.		
1.1.8 Demonstrate understanding of personality and how it affects choosing a career.	T5.1	
Performance Indicator 1.2 Aptitude Awareness Objectives	Tech	CRP
1.2.1 Identify personal aptitudes, abilities, skills, strengths, talents and weaknesses.		
1.2.2 Explain how a career can satisfy the basic human need to achieve success.		
1.2.3 Explain the value of finding the aptitude for doing certain things well and creating opportunities for development and success.		
1.2.4 Define how pride in work produces personal satisfaction, success and happiness.		

1.2.5 Explain the importance of determining personal ability and how it affects choosing a career.		
Performance Indicator 1.3 Workforce Behavior Awareness Objectives	Tech	CRP
1.3.1 Assess the consequences of inappropriate behavior toward others.	T1.1	
1.3.2 Explain how respect plays a positive role interacting with diverse groups essential to achieving success.	T1.1	
1.3.3 Identify various work environments and working conditions.		
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.		
Standard 2.0 Locating Career Information Skills		
Performance Indicator 2.1 Locating Information Objectives	Tech	CRP
2.1.1 Demonstrate the ability to use different types of career information resources to identify the 16 Career Clusters and the career pathways within them.		
2.1.2 Locate specific occupational information to determine pertinent and relevant facts.		
2.1.3 Determine job growth and opportunities.		
2.1.4 Identify work schedule-- self-employed, part-time, full-time, temporary, and seasonal.		
Performance Indicator 2.2 Work Benefits Objectives	Tech	CRP
2.2.1 Identify the advantages and disadvantages of being employed in a non-traditional occupation.	T5.2	
2.2.2 Identify job benefits and forms of income.		
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.		
Performance Indicator 2.3 Work Requirements Objectives	Tech	CRP

2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.		
2.3.2 Identify educational requirements for employment in various industries.		
2.3.3 Identify skill requirements and maintaining a licensing or certification.		
Standard 3.0 Career Decision-Making Skills		
Performance Indicator 3.1 Decision-Making Objectives	Tech	CRP
3.1.1 Describe personal decision-making style.		
3.1.2 Identify steps in a decision-making process.		
3.1.3 Demonstrate the use of a decision-making model in a personal career plan.		
3.1.4 Recognize that decision-making often involves conflicts and compromise.		
Performance Indicator 3.2 Setting Goals Objectives	Tech	CRP
3.2.1 Describe attributes of goals and the structure of setting short, medium and long-term goals.		
3.2.2 Define attributes of goals and categorize them.		
3.2.3 Identify available resources needed to meet personal goals.		
3.2.4 Explain how career planning to attain goals is a lifelong process beginning early in life.		
3.2.5 Describe how personal values affect decisions due to conflicting demands.		
Performance Indicator 3.3 Career Decision-Making Process Objectives	Tech	CRP
3.3.1 Compare and contrast postsecondary options leading to a career goal.		
3.3.2 Identify employment trends and unknown factors that can affect personal career plans.		
3.3.3 Demonstrate understanding of importance for processing information logically and sequentially in a planning process.		
3.3.4 Identify the advantages and disadvantages for careers of choice to determine a tentative career goal.		

Standard 4.0 High School and Career Planning Skills		
Performance Indicator 4.1 Career Planning Objectives	Tech	CRP
4.1.1 Explain how career planning can save time, energy and money.		
4.1.2 Explore the education and training requirements to meet certain job qualifications.		
4.1.3 Describe how job shadowing, mentoring and internships can play an important role in choosing a career.		
Performance Indicator 4.2 Education and Trainings Plans Objectives	Tech	CRP
4.2.1 Identify education requirements for graduation and postsecondary transition based upon personal career focus.		
4.2.2 Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus.		
4.2.3 Identify viable pathways of study with postsecondary education and training opportunities for a chosen career focus.		
4.2.4 Demonstrate understanding of employment requirements concerning degrees, certifications, licenses, diplomas, experience and job skills.		
Performance Indicator 4.3 Career Development Portfolio Objectives	Tech	CRP
4.3.1 Describe the components and process in developing a career portfolio.		
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.	T2.1 T2.2 T2.3	
4.3.3 Create an electronic career development portfolio.		
Performance Indicator 4.4 Employment Factors Objectives	Tech	CRP
4.4.1 Determine opportunity cost over a lifespan for achieving a personal career goal.		
4.4.2 Explain how distracters and barriers can hinder an individual from completing plans.		
4.4.3 Assess the relative income and benefits of a future career goal with respect to personal goals and lifestyle.		
4.4.4 Identify economic conditions that may affect career plans.		

4.4.5 Identify the advantages and challenges of self-employment.	T5.3	
Standard 5.0 Career Readiness Skills		
Performance Indicator 5.1 Employability skills Objectives	Tech	CRP
5.1.1 Identify employment preparation activities leading up to employment.		
5.1.2 Create a letter of application and a follow-up letter for a chosen career goal.	T4.1 T4.2	
5.1.3 Identify the components of a resume.	T1.2	
5.1.4 Identify the parts of an employment application.	T3.1 T3.3 T3.4	
5.1.5 Identify and demonstrate successful individual and group introductions.		
5.1.6 Identify job search strategies and resources for finding job openings.		
Performance Indicator 5.2 Work Discipline Objectives	Tech	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).		
5.2.2 Describe the importance of earning an income and managing personal finances.		
5.2.3 Explain the value of volunteering to gain experience, developing working relationships for networking, and obtaining recommendations.		
Performance Indicator 5.3 Transferable Skills Objectives	Tech	CRP
5.3.1 Assess how personal qualities are important to success.	T5.1	
5.3.2 Recognize that transferable skills are important for changing from one occupation or career to another.		
5.3.3 Explain the importance of taking responsibility for personal actions on team		

projects.		
5.3.4 Identify leadership qualities and managerial skills.	T5.2	
5.3.5 Demonstrate the importance of conflict resolution to maintain civility in the workplace.		
5.3.6 Recognize appropriate business and technology etiquette.		

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 carry out 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.