

Arkansas Department of Career Education
Career Development Student Performance

2012 – 2013

Arkansas Department of Career Education
Model Framework

Course Title: Career Development

Career Cluster: All

Secondary – Career Guidance	
Course Number	399280
CIP Number	<i>(Program area responsibility to insert CIP code(s)/titles)</i>
Grade Level	7-8
Standard Length	Semester
Teacher Certification	411 Endorsement
CTSO	Support Course
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	<i>(Program area responsibility to insert web address of certification site(s))</i>

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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.

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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

HB 1620 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;

ACT 734 An act to create the Arkansas college and career readiness planning program act; 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; 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

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL8.1**
 - a. Discussions 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. **SL8.1a**
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **SL8.1b**
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **SL8.1c**
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **SL8.1d**
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **SL8.2**
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **SL8.3**
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **SL8.4**

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **SL8.5**

ELA Language Standards

1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases choosing flexibly from a range of strategies. **L8.4**
 - 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. **L8.4a**
 - b. Consult general and specialized reference materials (e.g, **on-line** 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. **L8.4c**
 - 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). **L8.4d**
2. 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. **L8.6**

Reading Standards for Literacy Technical Subjects

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 Technical Subjects Grades 6-8

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

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- 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**

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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.

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Course Title: Career Development
Course Number: 399280
Course Credit: .5

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.

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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 Create main document and data source for mail merge.
- T4.3 Apply knowledge to enter and edit data in a mail merge document.
- T4.4 Apply knowledge to merge data, sort and filter records within merged document.
- T4.5 Create labels and envelopes for through the mail merge process.

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.

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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
1.1.1 Identify personal interests, likes, and dislikes and examine how they are reflected in work related settings.	<ul style="list-style-type: none"> • Assess personal interests, values, and skills by taking inventories on College and Career Planning System-http://arworks.arkansas.gov. • Evaluate the results and create a bookmark list of favorite careers to the portfolio. • Create a personality poster 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.	<ul style="list-style-type: none"> • Determine level of personal self-esteem: • Use www.queendom.com to assess personal self-concept • Compose a role play or skit demonstrating the affects 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.	<ul style="list-style-type: none"> • Originate a role play or skit demonstrating the affects 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. 	
1.1.4 Assess personal success or failure due to having positive or negative attitude. T1.3 Create word processing documents with multiple columns.	<ul style="list-style-type: none"> • Compose a two-column list of people expressing positive or negative attitude. • Write an essay to illustrate the affects of having a positive attitude and a negative attitude. • Design a flyer that illustrates methods to improve attitude. 	
1.1.5 Identify personal values and the effect they have working in specific career fields.	<ul style="list-style-type: none"> • Assess personal values by taking inventories in the Arkansas College and Career Planning System - http://arworks.arkansas.gov. • Complete a Career and Educational Exploration template based on assessment results. • Write an essay depicting affects of personal values on working in the tentative career field. 	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	<ul style="list-style-type: none"> Discover learning styles • Birmingham Grid for Learning- 	L7.4a R6-8.3

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chosen career field.	<p>www.bgfl.org/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/</p> <ul style="list-style-type: none"> Identify teaching styles and of school instructors and personal learning styles to determine conflicts and matches. Assess personal learning style in typical areas of study toward a tentative career goal. 	<p>R6-8.7 W6-8.6</p>
1.1.7 Assess how a career will affect personal lifestyle preference.	<ul style="list-style-type: none"> Real-Life Arkansas-www.real-lifearkansas.org 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. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
1.1.8 Demonstrate understanding of personality and how it affects choosing a career. T5.1 Insert and manipulate a graphic T5.1 Wrap text around a graphic	<ul style="list-style-type: none"> Create a Wordle document using personality adjectives that describes you. Create a personal flyer/brochure/poster that depicts the individual's personality. Use WebQuest.org Brain Orientation Arcota.org www.intelliscript.net/test_area/questionnaire/questionnaire.cgi 	<p>L7.4a W6-8.2d</p>
Performance Indicator 1.2 Aptitude Awareness Objectives	Suggested Application / Activity	Common Core State Standards
1.2.1 Identify personal aptitudes, abilities, skills, strengths, talents and weaknesses.	<ul style="list-style-type: none"> Create a poster signifying personal attributes Research & Design a "Me T-shirt" or "Family Crest" Develop a Personality PowerPoint Presentation 	<p>L7.4a W6-8.2d</p>
1.2.2 Explain how a career can satisfy the basic human need to achieve success.	<p>Relate success to respect, status, recognition, mastery, authority, confidence and independence.</p> <ul style="list-style-type: none"> Use Abraham Maslow's Hierarchy of Needs Use the Values Auction - Arcota.org 	
1.2.3 Explain the value of finding the aptitude for doing certain things well and creating opportunities for development and success.	<p>Determine personal aptitudes in logical, sequential/numerical, finger and physical dexterity, visual, spatial, eye-hand-foot coordination, mechanical, artistic, creative, industrious, etc.</p> <ul style="list-style-type: none"> Learning Styles/Aptitudes – arcota.org http://www.change-management-coach.com/aptitude-test.html <p>Associate natural talent with success via Internet depictions.</p>	

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	<ul style="list-style-type: none"> • http://www.pickthebrain.com • List personal aptitudes and the degree • 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.	<ul style="list-style-type: none"> • Parent Panel - Interview a parent/guardian regarding how much personal pride, satisfaction, success, and happiness he/she places in his/her job. 	
1.2.5 Explain the importance of determining personal ability and how it affects choosing a career.	<ul style="list-style-type: none"> • Assess personal skills by taking a skills assessment on the College and Career Planning System-http://arworks.arkansas.gov. • Complete a Career and Educational Exploration template based on assessment results (Three Person Match). • Use examples 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. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
Performance Indicator 1.3 Workforce Behavior Awareness Objectives	Suggested Application / Activity	Common Core State Standards
1.3.1 Assess the consequences of inappropriate behavior toward others. T1.1 Create and customize word processing documents	<p>Use role play or skits to demonstrate appropriate and inappropriate behavior.</p> <ul style="list-style-type: none"> • 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. 	
1.3.2 Explain how respect plays a positive role interacting with diverse groups essential to achieving success. T1.1 Create and apply a custom style	<ul style="list-style-type: none"> • Collaborative work skills project. • Write a letter to the Student Body President recommending ways to interject respect among diverse groups. • True Colors • http://www.scribd.com 	
1.3.3 Identify various work environments and working conditions.	<ul style="list-style-type: none"> • Create a brochure using the Department of Labor's Bureau of Labor Statistics' website-www.bls.gov. • Research and describe typical work environments and working conditions from the 16 Federal Career Clusters. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
1.3.4 Consult with or observe adult role models at	<ul style="list-style-type: none"> • Participate in a virtual or live job shadowing experience. 	

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work to identify elements of their work with respect to responsibilities and working with others.	<ul style="list-style-type: none"> • View and listen to CEV Multimedia DVDs for informational interviews. 	
Standard 2.0 Locating Career Information Skills		
Performance Indicator 2.1 Locating Information Objectives	Suggested Application / Activity	Common Core State Standards
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.	<p>Describe the importance of accurate, current, and unbiased career information for career planning. Explore Career Clusters, Career Pathways, and Programs of Study</p> <ul style="list-style-type: none"> • 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 – Career Clusters • http://careersearch.com 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
2.1.2 Locate specific occupational information to determine pertinent and relevant facts.	<ul style="list-style-type: none"> • 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 – www.quizlet.com. 	
2.1.3 Determine job growth and opportunities.	<p>Discover occupation outlook opportunities:</p> <ul style="list-style-type: none"> • Review <i>Career Watch</i> magazine. • Review <i>Arkansas Next</i> magazine. • Review Discover Arkansas of local employment opportunities 	
2.1.4 Identify work schedule-- self-employed, part-time, full-time, temporary, and seasonal.	<ul style="list-style-type: none"> • 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	Suggested Application / Activity	Common Core State

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		Standards
2.2.1 Identify the advantages and disadvantages of being employed in a non-traditional occupation. T5.2 Create a chart in a word processing document.	<ul style="list-style-type: none"> • 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. • Watch DVDs pertaining to non-traditional roles in the workforce. (i.e. <i>A Woman in a Man's World and a Man in a Woman's World</i>). • 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. 	L7.4a R6-8.3 R6-8.7 W6-8.6
2.2.2 Identify job benefits and forms of income.	<ul style="list-style-type: none"> • Define forms of income: salary, wages, commission, piecemeal, and contract and what typical career fields they align with. • Identify typical job benefits in addition to monetary payment. • Identify related benefits for working in particular industries. 	
1.2.6 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.	<ul style="list-style-type: none"> • 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	Suggested Application / Activity	Common Core State Standards
2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology.	<ul style="list-style-type: none"> • Junior Achievement resources • 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 requirements for employment in various industries.	<ul style="list-style-type: none"> • Use the <i>Occupational Outlook Handbook</i>-www.bls.gov/oco • Predict and then research the educational requirements for three 	L7.4a R6-8.3

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	careers. Use a Venn diagram to record the results/findings.	R6-8.7 W6-8.6
2.3.3 Identify skill requirements and maintaining a licensing or certification.	Explore industry certifications and state licensing <ul style="list-style-type: none"> • <i>Occupational Outlook Handbook</i>-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	Suggested Application / Activity	Common Core State Standards
3.1.1 Describe personal decision-making style.	<ul style="list-style-type: none"> • Describe how you (student) typically make a decision based upon a scenario. 	
3.1.2 Identify steps in a decision-making process.	<ul style="list-style-type: none"> • Research various decision-making process models • Determine steps for coming to a conclusion in a particular model of choice. • 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.	<ul style="list-style-type: none"> • Use a decision-making process to determine a career goal that could ultimately lead to a successful and satisfying career. • Create a PowerPoint 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.	<ul style="list-style-type: none"> • Role play a scenario involving conflicts and possibilities for compromise. • Real-Life Arkansas-www.real-lifearkansas.org • 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	Suggested Application / Activity	Common Core State Standards
3.2.1 Describe attributes of goals and the structure of setting short, medium and long-term goals.	<ul style="list-style-type: none"> • 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. 	L7.4a R6-8.3 R6-8.7 W6-8.6
3.2.2 Define attributes of goals and categorize	Define—specific, realistic, obtainable, measureable, time related, and	

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them.	<p>focused attributes</p> <p>Categorize goals by: personal, educational, recreational, professional/career, and financial focus areas.</p> <ul style="list-style-type: none"> Using word processing, create a timeline to demonstrate a possible scenario for completion of goals. 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.	<p>Associate all available resources that would help you (student) successfully reach listed goals.</p> <ul style="list-style-type: none"> 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! 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
3.2.4 Explain how career planning to attain goals is a lifelong process beginning early in life.	<ul style="list-style-type: none"> 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. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
3.2.5 Describe how personal values affect decisions due to conflicting demands.	<ul style="list-style-type: none"> Prepare and conduct a collaborative debate describing the affects of family, culture, beliefs, and personal values on decisions. 	<p>SL7.1</p>
Performance Indicator 3.3 Career Decision-Making Process Objectives	Suggested Application / Activity	Common Core State Standards
3.3.1 Compare and contrast postsecondary options leading to a career goal.	<ul style="list-style-type: none"> 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.). 	
3.3.2 Identify employment trends and unknown factors that can affect personal career plans.	<ul style="list-style-type: none"> 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 	

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	<ul style="list-style-type: none"> their plans successfully. Junior Achievement program (<i>Economics for Success</i>)-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.	<ul style="list-style-type: none"> Restate in your own words the importance for processing information logically and sequentially in the career planning process. 	<p>W6-8.1 W6-8.4</p>
3.3.4 Identify the advantages and disadvantages for careers of choice to determine a tentative career goal.	<ul style="list-style-type: none"> Utilize an ACGA student contest to create a career poster, panorama, career video or PowerPoint. Create a spreadsheet to compare and contrast occupations that have been researched to list advantages and disadvantages for each of three tentative careers goals. 	<p>SL7.1</p>
Standard 4.0 High School and Career Planning Skills		
Performance Indicator 4.1 Career Planning Objectives	Suggested Application / Activity	Common Core State Standards
4.1.1 Explain how career planning can save time, energy and money.	<ul style="list-style-type: none"> Read Arkansas Next magazine Write a summary detailing relative cost due to extended time reaching career goals. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
4.1.2 Explore the education and training requirements to meet certain job qualifications.	<ul style="list-style-type: none"> 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. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
4.1.3 Describe how job shadowing, mentoring and internships can play an important role in choosing a career.	<ul style="list-style-type: none"> Participate in live or virtual business and industry tours. 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	Suggested Application / Activity	Common Core State Standards
4.2.1 Identify education requirements for graduation and postsecondary transition based upon personal career focus.	<ul style="list-style-type: none"> Research and identify prerequisites, diplomas, GEDs, degrees, certifications, licenses, credit, elective, graduation requirements College and Career Planning System-http://arworks.arkansas.gov. 	<p>L7.4a R6-8.3 R6-8.7</p>

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	<ul style="list-style-type: none"> • Formal Career Action Plan (CAP) forms • Discuss keys to success through various assessments such as ACT Explore, Plan, ACT, PSAT, SAT, ASVAB, etc. 	W6-8.6
4.2.2 Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus.	<p>Explore on-the-job training, internships, apprenticeships, extended learning and work-based learning opportunities.</p> <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 <i>Arkansas NEXT Magazine</i>. • 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 degrees, certifications, licenses, diplomas, experience and job skills.	<ul style="list-style-type: none"> • College and Career Planning System-http://arworks.arkansas.gov. • Create a publication or presentation describing employment requirements for a specific job or career. • Sell an idea of your "dream career", including requirements, degrees, job skills, etc. 	SL7.5 L7.4a R6-8.3 R6-8.7 W6-8.6
Performance Indicator 4.3 Career Development Portfolio Objectives	Suggested Application / Activity	Common Core State Standards
4.3.1 Describe the components and process in developing a career portfolio.	<p>Design a career ladder for a tentative career goal beginning where you are and reaching an ultimate career goal with dates for completion.</p> <ul style="list-style-type: none"> • 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. 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	<p>Explore financial aid, grants, scholarships, and tuition</p> <ul style="list-style-type: none"> • Use Formal Career Action Plan (CAP) forms • Use sample plans of study – ace.arkansas.gov Career Clusters 	L7.4a R6-8.3 R6-8.7

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<p>chosen career pathway. T2.1 Format a table with borders and fill. T2.2 Perform an alphabetic and numeric sort in ascending and descending order. Insert/delete rows and columns. T2.3 Apply a style to a table.</p>	<ul style="list-style-type: none"> • Career Plans of Study-www.careertech.org • Assemble an education and training plan of action for education, training and work experience leading to a career goal. 	<p>W6-8.6</p>
<p>4.3.3 Create an electronic career development portfolio.</p>	<ul style="list-style-type: none"> • Create an electronic portfolio in the Arkansas College and Career Planning System, My Portfolio https://arworks.arkansas.gov • Each One Teach One - Share your e-portfolio with someone and teach them how to create one. 	
<p align="center">Performance Indicator 4.4 Employment Factors Objectives</p>	<p align="center">Suggested Application / Activity</p>	<p align="center">Common Core State Standards</p>
<p>4.4.1 Determine opportunity cost over a lifespan for achieving a personal career goal.</p>	<ul style="list-style-type: none"> • 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 www.juniorachievement.com 	
<p>4.4.2 Explain how distracters and barriers can hinder an individual from completing plans.</p>	<ul style="list-style-type: none"> • 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. 	
<p>4.4.3 Assess the relative income and benefits of a future career goal with respect to personal goals and lifestyle.</p>	<ul style="list-style-type: none"> • Real-Life Arkansas-www.real-lifearkansas.org • www.juniorachievement.com 	
<p>4.4.4 Identify economic conditions that may affect career plans.</p>	<p>Explore global economy and outsourcing.</p> <ul style="list-style-type: none"> • 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. 	<p>W6-8.8 W6-8.9 W6-8.10</p>

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<p>4.4.5 Identify the advantages and challenges of self-employment. T5.3 Prepare a document incorporating text boxes.</p>	<ul style="list-style-type: none"> • 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. 	<p>SL7.1a SL7.5 R6-8.7 R6-8.8</p>
Standard 5.0 Career Readiness Skills		
Performance Indicator 5.1 Employability skills Objectives	Suggested Application / Activity	Common Core State Standards
<p>5.1.1 Identify employment preparation activities leading up to employment.</p>	<p>Explore and review job applications, resumes, interviewing, letter of application and follow-up, job search and job search strategies.</p> <ul style="list-style-type: none"> • Create Quizlet defining employment terms. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
<p>5.1.2 Create a letter of application and a follow-up letter for a chosen career goal. T4.1-2 Create a cover letter and data source file. T4.3 Edit data in cover letter. T4.4 Merge data, sort and filter records within the merged document. T4.5 Create a supplemental merge envelopes/labels.</p>	<ul style="list-style-type: none"> • Type a letter of application for five different employers using mail merge for a tentative career goal using relevant employers. • Type a follow-up letter which would typically follow an interview. 	
<p>5.1.3 Identify the components of a resume. T1.2 Explain and input data into an electronic resume template. Edit a template.</p>	<ul style="list-style-type: none"> • MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov. • In a word document, explain how you would prioritize the facts on your resume. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
<p>5.1.4 Identify the parts of an employment application. T3.1-2 Explain and input data into an electronic employment application (business form). T3.3 Modify text content controls within a form. T3.4 Format and protect a business form.</p>	<ul style="list-style-type: none"> • Compare and contrast various paper and online job applications based on specific career options. • MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
<p>5.1.5 Identify and demonstrate successful individual and group introductions.</p>	<ul style="list-style-type: none"> • Simulate introductions of 1-to-1, 1-to-small group, 1-to-large group. • MonsterJobs-www.monsterjobs.com • Demonstrate formal interview introductions with videotaping for review and critique. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>

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<p>5.1.6 Identify job search strategies and resources for finding job openings.</p>	<p>List where job search information is located (i.e. networking, newspaper, Internet sites, etc.).</p> <ul style="list-style-type: none"> • MonsterJobs-www.monsterjobs.com • College and Career Planning System-http://arworks.arkansas.gov. • www.careerbuilder.com • www.indeed.com • www.simplyhired.com • www.justjobs.com • www.snagajob.com 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
<p align="center">Performance Indicator 5.2 Work Discipline Objectives</p>	<p align="center">Suggested Application / Activity</p>	<p align="center">Common Core State Standards</p>
<p>5.2.1 Identify work discipline characteristics (work ethic, honesty, integrity, loyalty, dependability, cooperation, teamwork, tenacity, networking, organization, dedication, conflict management, flexibility and carefulness).</p>	<ul style="list-style-type: none"> • 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/ 	
<p>5.2.2 Describe the importance of earning an income and managing personal finances.</p>	<ul style="list-style-type: none"> • Real-Life Arkansas-www.real-lifearkansas.org • PlaySpent-www.playspent.org • Write a summary of findings on self-respect from productive work. 	<p>L7.4a R6-8.3 R6-8.7 W6-8.6</p>
<p>5.2.3 Explain the value of volunteering to gain experience, developing working relationships for networking, and obtaining recommendations.</p>	<ul style="list-style-type: none"> • Participate in a community service project. • Create a community service journal. • Research the value of volunteerism. • http://www.energizeinc.com/art/atimevalue.html 	
<p align="center">Performance Indicator 5.3 Transferable Skills Objectives</p>	<p align="center">Suggested Application / Activity</p>	<p align="center">Common Core State Standards</p>
<p>5.3.1 Assess how personal qualities are important to success. T5.1 Illustrate a word processing document using graphics.</p>	<ul style="list-style-type: none"> • Discover how personal qualities impact success (ex. critical thinking, problem solving, listening, observing, collaboration, creativity, perseverance, confidence, initiative, morality, respect, and reasoning skills.) • In a word document, illustrate your personal qualities of success you believe you possess using graphics. 	
<p>5.3.2 Recognize that transferable skills are</p>	<p>Research how technology savvy, written and verbal communication,</p>	<p>L7.4a</p>

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<p>important for changing from one occupation or career to another</p>	<p>negotiating and persuading, social networking, management and leadership affect success in any career field.</p> <ul style="list-style-type: none"> • http://www.quintcareers.com • http://www.managing-change.net • http://accounting.smartpros.com • Select a career of choice. Compile the skills you have now and theorize how those skills will transfer to that career. 	<p>R6-8.3 R6-8.7 W6-8.6</p>
<p>5.3.3 Explain the importance of taking responsibility for personal actions on team projects.</p>	<ul style="list-style-type: none"> • "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. • Review http://engagementisnotenough.com and write a summary of findings. 	
<p>5.3.4 Identify leadership qualities and managerial skills. T5.2 Prepare a document incorporating a chart or charts.</p>	<ul style="list-style-type: none"> • Research and formulate a chart illustrating the personality characteristics of leaders. • Formulate a group activity and evaluate leadership styles of each team member. 	
<p>5.3.5 Demonstrate the importance of conflict resolution to maintain civility in the workplace.</p>	<ul style="list-style-type: none"> • Create a skit to demonstrate conflict resolution techniques in the workplace. • Use Comic Creator (www.readwritethink.org)/Make Beliefs (www.makebeliefscomix.com) to depict conflict resolution techniques in the workplace. 	
<p>5.3.6 Recognize appropriate business and technology etiquette.</p>	<ul style="list-style-type: none"> • Discuss 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. • Document three local business sites' business and technology etiquette policies. Research via Internet or telephone. 	