

## B.E. Publishing

### Correlations to *Career Explorations* to National Business Education Association Standards: Career Development

	STANDARD	CORRELATING PAGES
<b>I: STRATEGIC CAREER PLANNING</b>	<p>1. ACHIEVEMENT STANDARD: Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan.</p> <p>A. SELF-ASSESSMENT</p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. List positive characteristics about the self-concerning personal interests, talents, and skills</li> <li>2. Identify likes and dislikes (e.g., personal, home, and school responsibilities; hobbies; and activities)</li> <li>3. Identify personal strengths and weaknesses</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>4. Identify individual abilities and interests</li> <li>5. Identify and correlate social, physical, personality characteristics, and interests with various career clusters</li> <li>6. Assess and analyze strengths and weaknesses relative to a variety of career options</li> <li>7. Formulate and implement a plan to address identified weaknesses</li> <li>8. Formulate and implement a plan to address and build on identified strengths</li> <li>9. Describe the relationship of assessed interests, talents, and skills to academic and occupational skills</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>10. Assess and analyze personal interests, talents, and skills related to a future career based on the completion of standardized career interest and personality indicator assessments</li> <li>11. Compare personal interests, talents, and skills with various career options</li> <li>12. Identify talents that are easily accomplished</li> <li>13. Monitor progress and restructure the improvement plan as needed to manage identified weaknesses as related to selected career options</li> <li>14. Match personal strengths to appropriate jobs and careers to maximize career potential</li> <li>15. Identify considerations for making responsible educational and occupational choices</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>16. Demonstrate a realistic understanding of self</li> </ol>	<p>Ch. 1 pg. 4 Why Work?, Ch 2 pg. 18-23 Assessing Your Interests and Personality</p>

	<ul style="list-style-type: none"> <li>17. Analyze individual interests, talents, skills, values, and personal characteristics related to changing career decisions based on assessments, academic achievement, and work-related experiences</li> <li>18. Analyze personal strengths and weaknesses in relation to career development</li> <li>19. Analyze personal career goals, skills, interests, and values for selection and confirmation of appropriate career and job choices</li> <li>20. Identify personal abilities, interests, values, and skills that match the employer requirements of the identified job target</li> </ul>	
B.	<p><b>SHORT- AND LONG-TERM CAREER GOALS</b></p> <p><b>Level 1 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>1. Explain the difference between short-term goals and long-term goals, providing examples of each</li> <li>2. Identify the difference between good and bad decisions</li> </ul> <p><b>Level 2 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>3. Demonstrate the ability to set, monitor, and achieve clearly defined goals</li> <li>4. Identify career goals that match personal interests</li> <li>5. Identify obstacles to achieving career goals</li> <li>6. Describe how career development is a continuous process involving a series of choices</li> <li>7. Explain how the expectations of others affect career goals</li> <li>8. Identify personal goals that may be achieved through a combination of work, community, social, and family roles</li> <li>9. Analyze personal choices related to lifestyle and attained career goals</li> <li>10. Discuss appropriate responses to setbacks or failure</li> </ul> <p><b>Level 3 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>11. Compare advantages and disadvantages of various career development programs used to attain career goals (e.g., secondary and postsecondary education, distance learning, apprenticeship, military, and employer-provided training)</li> <li>12. Determine how educational achievement impacts one’s choice of further training, a college major, and/or entry into the job market</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>13. Relate the necessity of lifelong learning to the achievement of goals</li> <li>14. Determine how existing skills can transfer to new career goals</li> <li>15. Explain the importance of evaluating and revising goals as life changes occur</li> </ul>	Ch. 3 pg. 33 SMART Goals, pg. 34-35 Short-term vs. Long-term goals, pg. 35-39 Career Planning, Ch. 4 pg. 47-53 Training and Education
C.	<p><b>INDIVIDUAL CAREER PLAN</b></p> <p><b>Level 1 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>1. Explain the importance of developing a plan to achieve career goals</li> </ul>	Ch. 3 pg. 34-35 Short-term vs. Long-term goals, pg. 35-39 Career Planning, Ch. 4 pg. 47-53 Training

	<p>2. Describe how short-term and long-term goal planning can apply to a written career plan</p> <p><b>Level 2 Performance Expectations</b></p> <p>3. Design a career plan that includes the investigation of career clusters, self-assessment, research, career alternatives, and high school course options</p> <p>4. Apply career goals, skills, and interests to the selection of high school courses</p> <p>5. Discuss methods to develop a list of career network contacts</p> <p>6. Identify individuals who excel in their careers of interest</p> <p><b>Level 3 Performance Expectations</b></p> <p>7. Create and implement a career plan that includes the required steps to transition from high school to postsecondary education/training or the workforce</p> <p>8. Explore opportunities for appropriate employment and continuing education</p> <p>9. Discuss the use of social media to develop a network of people who can assist in achieving career goals</p> <p>10. Formulate an action plan to transition from secondary to postsecondary education, training, or employment</p> <p>11. Locate sources of financial assistance</p> <p>12. List the steps necessary to apply for financial assistance</p> <p><b>Level 4 Performance Expectations</b></p> <p>13. Formulate an action plan to transition from postsecondary education to work</p> <p>14. Revise and update the individual career plan</p> <p>15. Identify a network of individuals that supports one's career goals</p> <p>16. Use a variety of approaches to maintain and expand the network of people who can assist in achieving career goals</p>	<p>and Education, Ch. 9 pg. 146-147 Networking</p>
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<b>II: CAREER EXPLORATION &amp; RESEARCH</b>	<p>1. <b>ACHIEVEMENT STANDARD:</b> Utilize career resources to develop a career information portfolio that includes international career opportunities.</p>	
	<p>A. <b>CAREER RESOURCES AND RELATED INFORMATION</b></p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe careers of family members and/or friends</li> <li>2. Describe and give examples of career fields and/or clusters</li> <li>3. List and describe the contributions of various types of occupations in the community (e.g., banker, realtor, police officer, teacher, and firefighter)</li> <li>4. Relate information derived from self-assessment to career areas involving data, people, ideas, and/or things</li> <li>5. Use a questionnaire to guide a career exploration interview to determine educational requirements, starting salaries, career ladder opportunities, and industry trends</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>6. Identify community individuals from public, private and non-profit businesses and describe career opportunities in their professional areas</li> <li>7. Use a variety of content-based research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, and the Internet) in the career exploration process</li> <li>8. Describe career pathways</li> <li>9. Conduct personal research (e.g., informational interviews, job shadowing, and career fairs) in the career exploration process</li> <li>10. Evaluate several occupational interests based on various criteria (e.g., educational requirements, starting salaries, career ladder opportunities, and labor market information)</li> <li>11. Explain the advantages of early career exploration and planning</li> <li>12. Explain the concept of transferable skills within and between career clusters</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>13. Correlate personal characteristics with the requirements of specific jobs within career clusters</li> <li>14. Use available resources for projecting career opportunities and trends that include local, regional, state, national, and international labor market information</li> <li>15. Identify transferable competencies and job-specific skills related to career and job options</li> <li>16. Identify how part-time jobs and community service can contribute to career development</li> <li>17. Analyze a specific career cluster, using various research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, informational interviews, print media, job shadowing, internships, and the Internet)</li> </ol>	<p>Ch. 1-16 Career Connection and Career Spotlight sections, Ch. 1 pg. 6-7 Career Clusters, pg. 25-27 Job Outlook, Ch. 6 pg. 79-82 Demonstrating Employability Skills, Ch. 6 pg. 90-91 Job Shadowing and Informational Interview, Ch. 9 pg. 140-147 The Job Search Process</p>

	<p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>18. Reassess transferable competencies and job-specific skills related to career and job options</li> <li>19. Analyze a specific career cluster, using various research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, informational interviews, print media, job shadowing, internships, and the Internet)</li> <li>20. Analyze important relocation issues to be considered in making career or job choices</li> <li>21. Analyze the impact of career or job choice has on health and family</li> <li>22. Identify resources for retraining and career transition</li> <li>23. Analyze and explain projected growth of a selected occupation according to labor market data in a specific geographic area</li> </ol>	
B.	<p><b>INTERNATIONAL CAREER OPPORTUNITIES</b></p> <p><b>Level 1 Performance Expectation</b></p> <ol style="list-style-type: none"> <li>1. Recognize products associated with other countries and the occupations related to them</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>2. Describe the impact of the global economy on jobs and careers</li> <li>3. Relate career interests to opportunities in the global economy</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>4. Describe requirements other countries may impose on foreign workers</li> <li>5. Describe the culture of a particular country and discuss the available career choices in that culture</li> <li>6. Identify employment opportunities in international trade</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>7. Assess personal skills (e.g., communication skills, human relations skills, and work ethic) related to obtaining employment in another country</li> <li>8. Assess academic preparation (e.g., world language courses, cultural immersion experience through study abroad or exchange programs) related to obtaining employment in another country</li> <li>9. Identify entrepreneurship opportunities in the international marketplace</li> <li>10. Evaluate international employment opportunities</li> <li>11. Analyze and explain differences in how non-verbal communication skills differ among cultures and their meaning relative to the workplace</li> </ol>	Ch. 1 pg. 25-29 Economic and Geographic Factors of Employment, Ch. 6 pg. 86-87 Diversity in the Workplace

<b>III: CAREER READINESS EXPECTATIONS</b>	<p>1. ACHIEVEMENT STANDARD: Relate the importance of career readiness skills to career development.</p> <p>A. WORK ETHIC</p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, honesty, integrity, patience, willingness to ask questions, respect for diversity, and communication skills)</li> <li>2. Demonstrate responsible behavior related to employability (e.g., respect for personal property, completion of homework assignments, and communication skills)</li> <li>3. Discuss the personal satisfaction derived from quality performance</li> <li>4. Describe how family/group members depend on one another, work together, and share responsibilities</li> <li>5. Relate interpersonal skills between family/group members to the workplace</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>6. Demonstrate punctuality, dependability, reliability, productivity, and ability to work with others</li> <li>7. Describe the qualities of highly motivated individuals</li> <li>8. Describe how honesty and integrity affect relationships with others</li> <li>9. Discuss the importance of quality performance to an individual and to a business</li> <li>10. Demonstrate techniques for developing and maintaining positive and flexible behaviors and attitudes</li> <li>11. Discuss the appropriate use of social media in all areas of life</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>12. Illustrate how personal qualities transfer from school to the workplace</li> <li>13. State ways in which the honesty and integrity of coworkers affect work performance</li> <li>14. Describe appropriate time management techniques and their application/transference to the workplace</li> <li>15. Explain how product quality affects job stability</li> <li>16. Describe the positive and negative impacts of technology/social networking on the workplace</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>17. Discuss and illustrate the positive and negative effects of work ethic on worker and workplace productivity</li> <li>18. Identify examples of positive work ethic from own life/Childhood</li> <li>19. Describe techniques for demonstrating personal accountability and work productivity</li> </ol>		<p>Ch. 6 pg. 79-86 Demonstrating Employability Skills, Time Management, and Working with Professional Groups, Ch. 8 pg. 124-127 Leadership</p>
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	<p>B. <b>WORKPLACE RELATIONSHIPS</b></p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate effective interpersonal skills in the home, school, and community</li> <li>2. Demonstrate the importance of cooperation among people to accomplish a task</li> <li>3. Demonstrate the steps involved in handling conflict</li> <li>4. Describe work-related activities in the home, school, and community</li> <li>5. Discuss the meaning of self-awareness, self-regulation, motivation, and social skills</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>6. Explain the importance of respect for the feelings and beliefs of others</li> <li>7. Demonstrate appropriate social skills for the workplace</li> <li>8. Explain the importance of confidentiality, tolerance, and flexibility in interpersonal and group situations</li> <li>9. Provide examples of how behavior can influence the feelings and actions of others</li> <li>10. Demonstrate the steps involved in resolving a conflict or stressful situation</li> <li>11. State ways self-awareness and self-regulation affect work performance</li> <li>12. State ways empathy affects work performance</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>13. Describe how the workplace environment influences behavior</li> <li>14. Demonstrate how behavior influences the actions of coworkers</li> <li>15. Demonstrate appropriate interpersonal skills for working with and for others</li> <li>16. Demonstrate an understanding of appropriate employer and employee interactions in workplace situations</li> <li>17. Demonstrate an understanding of appropriate employee and customer interactions in workplace situations</li> <li>18. Demonstrate techniques for responding to workplace stress related to coworkers or environment</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>19. Demonstrate the ability to appropriately use assertive behavior in work relationships</li> <li>20. Identify techniques for encouraging others to enhance their performance</li> <li>21. Demonstrate the ability to function as a proactive, productive team member in the workplace</li> <li>22. Explain and provide examples of nontraditional careers</li> </ol>	<p>Ch. 6 pg. 79-82 Demonstrating Employability Skills, Ch. 6 pg. 85-86 Working with Professional Groups, Ch. 8 pg. 118-122 Teamwork and Collaboration</p>
	<p>C. <b>WORKPLACE DIVERSITY</b></p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Describe different cultural behaviors and expectations</li> <li>2. Discuss the importance of being able to work productively with others different from oneself</li> <li>3. Identify the changing roles of men and women in the workplace and the family</li> </ol>	<p>Ch. 3 pg. 37 How Values Shape Goals, Ch. 6 pg. 86-87 Diversity in the Workplace, Ch. 12 pg. 191 Employer Responsibilities</p>

	<p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>4. Show how behavior influences the actions of others in the home, school, and community</li> <li>5. Illustrate the effects of personal beliefs and attitudes on decision making</li> <li>6. Discuss the advantages and disadvantages of entering nontraditional occupations</li> <li>7. Identify stereotypes, biases, and discriminatory behaviors that may impact opportunities for women and men in certain occupations</li> <li>8. Describe how physical, intellectual, and cultural diversity can strengthen workplace effectiveness</li> <li>9. Identify situations in which environmental barriers may affect workplace diversity</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>10. Discuss social and economic factors that have resulted in changing career patterns for a diverse workforce</li> <li>11. Illustrate techniques for eliminating gender bias and stereotyping</li> <li>12. Formulate strategies for working effectively with coworkers diverse from oneself</li> <li>13. Describe ways tasks and the workplace environment can be structured to accommodate the diverse needs of workers</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>14. Discuss equity issues and their impact on the workplace</li> <li>15. Discuss and demonstrate the skills necessary to function as a member of a diverse workforce (e.g., diplomacy, patience, willingness to compromise, and ability to listen)</li> <li>16. Participate in a variety of conversations and collaborations with diverse partners</li> </ol>	
D.	<p><b>WORKPLACE COMMUNICATION AND COLLABORATION SKILLS</b></p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate appropriate and effective use of communication skills in the home, school, and community</li> <li>2. Identify the difference between verbal and nonverbal communication</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>3. Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal)</li> <li>4. Demonstrate good listening skills</li> <li>5. Explain how individuals contribute to a team activity and/or goal</li> <li>6. Identify ways to improve verbal and nonverbal communication</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>7. Develop effective oral communication skills that include attentive and active listening and nonverbal communication skills</li> <li>8. Develop skills to give and receive constructive feedback</li> <li>9. Demonstrate appropriate telephone and e-mail etiquette</li> </ol>	Ch. 5 pg. 64-68 Communication Skills, pg. 69-71 Listening and Writing, Ch. 7 pg. 102 Email in the Workplace

	<ul style="list-style-type: none"> <li>10. Demonstrate correct grammar, spelling, and technical writing skills</li> <li>11. Create presentations for a specific purpose and audience using digital media and visual displays of data</li> <li>12. Demonstrate shared responsibility for collaborative work and the value of contributions made by each team member</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>13. Explain the importance of effective communication in providing good customer service in the workplace</li> <li>14. Describe methods of providing good customer service in the workplace</li> <li>15. Adapt one’s own behavioral style to increase interpersonal communication effectiveness and flexibility</li> <li>16. Read and interpret technical writing samples independently and proficiently</li> </ul>	
E.	<p>CREATIVITY, INNOVATION, AND PROBLEM SOLVING</p> <p><b>Level 1 Performance Expectation</b></p> <ul style="list-style-type: none"> <li>1. Understand the concept of innovation and identify inventions and innovators throughout history</li> </ul> <p><b>Level 2 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>2. Identify current inventions and innovators in business and industry</li> <li>3. Use a variety of idea-generating techniques (e.g., brainstorming, mind mapping, reverse thinking)</li> </ul> <p><b>Level 3 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>4. Discuss definitions of an innovative mindset and an innovative work culture</li> <li>5. Identify innovations that create solutions to problems or obstacles</li> <li>6. Ask questions that clarify various points of view and lead to better solutions</li> <li>7. Work collaboratively in teams to create and design innovative ideas</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>8. Identify obstacles or problems present in schools, businesses, or communities</li> <li>9. Present a plan to solve a common problem or obstacle in schools, businesses, or communities</li> <li>10. Implement a problem-solving plan</li> <li>11. Assess the effectiveness of a problem-solving plan</li> <li>12. Discuss the impact of creativity and innovation in the 21st-century workplace</li> <li>13. Compare and contrast global innovation in business and how design and innovation are transferable skills</li> </ul>	<p>Ch. 1 pg. 6 Types of Employment,  Ch. 8 pg. 117-122 Types of Professional Groups and Teamwork and Collaboration</p>

	<p>F. VIRTUAL WORK ENVIRONMENT</p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Describe the virtual work environment</li> <li>2. Identify types of jobs performed in a virtual work environment</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>3. Identify personal characteristics of a virtual work environment employee</li> <li>4. Describe the advantages and disadvantages of a virtual work environment</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>5. Compare performance in a virtual work environment to that of a job in a traditional work setting</li> <li>6. Describe how employee/supervisor relations would be different in a virtual work environment</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>7. Compare the performance of work tasks as a member of a virtual team with performance of work tasks in a traditional work environment</li> <li>8. Determine the appropriate mode of communication (e.g., print, electronic, face-to-face) to use in various virtual work environments</li> <li>9. Identify methods to maintain and/or increase levels of productivity</li> </ol>	<p>Ch. 7 pg. 102 Email in the Workplace, Ch. 8 pg. 85-86 Working with Professional Groups, Ch. 12 pg. 180 Remote Interviews</p>
	<p>G. CAREER SELF-MANAGEMENT</p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of early/effective planning relating to the family, school, community, and career environments</li> <li>2. Demonstrate the steps involved in dealing with stressful situations</li> <li>3. Provide models of a positive attitude toward work</li> <li>4. Describe the importance of a positive attitude in the home, school, and community</li> <li>5. Explain the meaning of self-awareness</li> <li>6. Explain the meaning of self-regulation</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>7. Explain how adhering to a dress code, attendance policy, and workplace behavioral expectations contribute to positive workplace relationships</li> <li>8. Demonstrate how to project a positive attitude</li> <li>9. Identify the steps for planning projects</li> <li>10. Identify ways to improve self-awareness, self-regulation, motivation, and empathy</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>11. Demonstrate project planning and management skills</li> <li>12. Describe activities that may be used to bring about a balance between personal and career interests</li> </ol>	<p>Ch. 2 pg. 18-23 Assessing Your Interests and Personality, Ch. 6 pg. 79-83 Demonstrating Employability Skills and Time Management</p>

	<p>13. Identify techniques for maintaining healthy self-esteem and for maintaining and projecting a positive attitude</p> <p>14. Explain the importance of maintaining professionalism in work relationships</p> <p><b>Level 4 Performance Expectations</b></p> <p>15. Demonstrate important career self-management skills (e.g., accessing job/career development resources, networking, using time management skills, handling rejection, and developing research skills)</p> <p>16. Identify the knowledge, skills, and attitudes required to succeed in the current job/career, the next most likely job/career, and the ideal job/career</p> <p>17. Identify methods for maximizing personal productivity</p> <p>18. Identify methods for demonstrating dependability and accountability in work performance</p> <p>19. Describe resiliency and methods of preventing workplace burnout</p> <p>20. Discuss social and ethical standards of the workplace and their implications for a chosen job/career</p>	
<p><b>IV: SCHOOL-TO-CAREER TRANSITION</b></p>	<p>1. <b>ACHIEVEMENT STANDARD:</b> Develop strategies to effectively transition from school to career.</p> <p>A. <b>WORK-RELATED EXPERIENCES</b></p> <p><b>Level 1 Performance Expectation</b></p> <p>1. Develop an awareness of how to learn more about occupational opportunities using a variety of resources (e.g., speakers and field trips)</p> <p><b>Level 2 Performance Expectation</b></p> <p>2. Participate in interactive research of career clusters through various resources (e.g., field trips, speakers, online searches, case studies, job shadowing, and community service)</p> <p><b>Level 3 Performance Expectations</b></p> <p>3. Apply skills developed in academic and technical programs to career goals</p> <p>4. Experience paid/unpaid work opportunities in one or more career clusters through various opportunities (e.g., job shadowing, mentoring, e-mentoring, internships, cooperative and/or part-time work experiences, and community service)</p> <p>5. Identify high school programs that articulate with postsecondary educational programs, industry-based training, and technical education programs in a chosen career field</p> <p>6. Analyze and explain the benefits of earning industry credentials</p> <p><b>Level 4 Performance Expectations</b></p> <p>7. Explain how the demands and functions of society influence the nature and structure of work</p>	<p>Ch. 1 pg. 9-13 Types of Compensation, Ch. 4 pg. 47-52 Training and Education, Ch. 6 pg. 88-93 Acquiring Employability Skills</p>

	<ul style="list-style-type: none"> <li>8. Experience paid/unpaid work opportunities in a chosen career cluster (e.g., internships, apprenticeships, or work site learning)</li> <li>9. Describe state and federal regulations concerning minimum wage regarding paid or unpaid internships</li> <li>10. Describe state and federal regulations concerning workplace liability regarding paid or unpaid internships</li> </ul>	
B.	<p><b>CAREER DEVELOPMENT FILE AND EMPLOYMENT PORTFOLIO</b></p> <p><b>Level 1 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>1. Maintain a journal of career-oriented experiences (e.g., speakers and field trips)</li> <li>2. Identify samples of school work to be included in a portfolio</li> </ul> <p><b>Level 2 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>3. Assemble samples of school work that demonstrate career readiness and technical skills</li> <li>4. Demonstrate the ability to describe personal career readiness skills</li> <li>5. Begin compiling achievements and experiences including awards, extracurricular activities, and community service into an activity résumé</li> </ul> <p><b>Level 3 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>6. Prepare paper and electronic résumés and cover letters</li> <li>7. Assemble a career development file for use in lifelong career activities that includes transcripts, diplomas, certificates, licenses, forms of identification, and educational and employment history information</li> <li>8. Develop a career portfolio, using an appropriate tool, of items including résumés, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities</li> <li>9. Present the career portfolio</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>10. Continuously update and maintain the career development file and career portfolio</li> <li>11. Use the career development file and career portfolio in the job search</li> <li>12. Develop an online career portfolio using a social network for professionals</li> </ul>	<p>Ch. 6 pg. 93-94 Getting the Most from a Work-based Learning Experience, Ch. 11 pg. 169-173 Your Career Portfolio</p>
C.	<p><b>JOB SEARCH STRATEGIES</b></p> <p><b>Level 1 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>1. Express appreciation to guest speakers and field trip hosts through appropriate forms of written communication</li> <li>2. Demonstrate proper etiquette for meeting and greeting people</li> <li>3. Explain the importance of personal appearance and grooming in the workplace</li> </ul>	<p>Ch. 9 pg. 140-146 The Job Search Process, Ch. 12 pg. 181-185 Preparing for an Interview, pg. 188 Salary Negotiations</p>

	<p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>4. Explain the importance of researching prospective employers</li> <li>5. Identify the types of information that should be researched relating to prospective employers</li> <li>6. Identify appropriate sources of job leads (e.g., newspapers, trade journals, Internet job banks, and personal networking)</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>7. Demonstrate the ability to research prospective employers and jobs using all available resources (e.g., print media, on-site and telephone interviews, job shadowing, internships, job fairs, and Internet research)</li> <li>8. Develop criteria for selecting prospective employers</li> <li>9. Demonstrate the ability to complete an online job application accurately</li> <li>10. Identify steps to prepare for an interview</li> <li>11. Demonstrate the ability to describe personal career readiness skills to interviewers</li> <li>12. Demonstrate appropriate interviewing techniques through participation in mock or actual interviews</li> <li>13. Explain the importance of appropriate interview followup techniques</li> <li>14. Describe the criteria for evaluating job offers</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>15. Demonstrate the ability to research prospective employers and jobs using all available resources (e.g. print media, on-site and telephone interviews, job shadowing, internships, job fairs, personal network, social media, and Internet research)</li> <li>16. Effectively utilize technology to market self to prospective employers</li> <li>17. Model behavior that contributes to a successful interview</li> <li>18. Maintain an organizational and tracking database for the job search</li> <li>19. Utilize current technology and electronic communication tools to conduct a job search (e.g., Internet job banks; electronic resumes; and electronic, telephone, and videoconferencing interviews)</li> <li>20. Describe strategies for negotiating employment conditions</li> <li>21. Identify techniques for negotiating monetary and benefit compensation</li> <li>22. Identify appropriate factors for evaluating job offers and deciding whether to accept or reject them</li> </ol>	
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<b>V: LIFELONG LEARNING</b>	1. ACHIEVEMENT STANDARD: Relate the importance of lifelong learning to personal and career success.	
	<p>A. PERSONAL GROWTH</p> <p><b>Level 1 Performance Expectation</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of improving skills and learning new ones</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate the importance of effective study habits, test-taking skills, and learning skills</li> <li>3. Develop good health, nutrition, and physical fitness habits</li> <li>4. Explain the importance of career, family, and leisure activities to social and economic well-being</li> <li>5. Explain how decisions regarding education and work impact other major life decisions</li> </ol> <p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>6. Evaluate and reconcile academic, family, and peer feedback to assess strengths, weaknesses, and areas for improvement</li> <li>7. Discuss techniques for analyzing ways to improve performance</li> <li>8. Relate the importance of education to meeting identified goals</li> <li>9. Describe the benefits of participating in school and community activities</li> <li>10. Discuss how health, motivation, and physical fitness enhance performance</li> </ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>11. Identify resources for accessing lifelong learning (e.g., printed, interpersonal, electronic, and educational resources)</li> <li>12. Explain how feedback can be incorporated to make changes and improve performance</li> <li>13. Analyze sample job descriptions and employee performance evaluations to determine strengths, weaknesses, and areas for improvement</li> <li>14. Explain the importance of participation in professional associations, service organizations, and community programs</li> <li>15. Identify a network of people who will motivate and provide moral support</li> </ol>	<p>Ch. 3 pg. 39-41 The Decision-making Process and Having a Growth Mindset, Ch. 6 pg. 88-93 Acquiring Employability Skills, Ch. 8 pg. 128-130 Professional Development</p>
<p>B. CAREER GROWTH</p> <p><b>Level 1 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>1. Develop an awareness of various jobs and career</li> <li>2. Develop an awareness of how the workplace continues to change</li> </ol> <p><b>Level 2 Performance Expectations</b></p> <ol style="list-style-type: none"> <li>3. Relate various levels of education to careers</li> <li>4. Identify trends in the changing workplace</li> <li>5. Explain the need for continual skills improvement to ensure lifelong career success</li> </ol>	<p>Ch. 2 pg. 25-27 Job Outlook, Ch. 3 pg. 41 Having a Growth Mindset, Ch. 6 pg. 88-93 Acquiring Employability Skills</p>	

	<p><b>Level 3 Performance Expectations</b></p> <ol style="list-style-type: none"><li>6. Identify resources for developing and strengthening workplace skills</li><li>7. Identify and assess future job and career trends associated with businesses in a chosen career cluster</li><li>8. Discuss the importance of flexible career planning and career self-management</li><li>9. Explain the advantages and disadvantages of temporary work in the pursuit of career goals</li><li>10. Identify career opportunities resulting from new and emerging technologies</li><li>11. Demonstrate appropriate techniques for resigning from a position</li></ol> <p><b>Level 4 Performance Expectations</b></p> <ol style="list-style-type: none"><li>12. Identify and use appropriate sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth (e.g., Internet, educational institutions, employer-provided training programs, selfstudy, mentoring, and internships)</li><li>13. Identify resources for developing and strengthening high-demand workplace skills (e.g., communication, motivational, analytical, computer, teamwork, decisionmaking, and problem-solving skills) for a chosen job/career</li><li>14. Formulate strategies for achieving career growth goals (e.g., self-promotion, job enrichment, skill development, volunteering for additional responsibilities, and seeking mentors)</li><li>15. Develop strategies for adapting to changes in the workplace</li><li>16. Formulate strategies for coping with loss of employment</li><li>17. Discuss the workplace support network and the value of mentors</li></ol>	
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