**Career Development Indicators, Objectives, and Recommended Applications/Activities**

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| ***Standard 1.0 Self-Awareness – How do my abilities, interests, aptitude, personality and behavior affect success in my chosen field?*** | | | | |
| **Performance Indicator 1.1**  **Personality Awareness Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 1.1.1 Identify **personal interests**, likes, and dislikes and examine how they are reflected in work related settings. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Assess personal interests, values, and skills inventories * Formulate a personal bio-poem * Create a personality poster/flyer/college depicting characteristics of self * Set up Kuder account; take assessments; one copy for CAP * [Interest Areas](../unit%201-Self%20Awareness/Interest/Interest%20Areas.doc) |
| 1.1.2 Evaluate how **self-concept** could positively or negatively affect educational achievement**.** | **SL7.1a**  **SL7.1c** |  |  | * Determine level of personal [self-esteem](../unit%201-Self%20Awareness/self%20esteem/Evaluate%20Self-esteem.doc) [Self esteem worksheet](../unit%201-Self%20Awareness/self%20esteem/Self-Esteem_Worksheet.docx) * Compose a role play or skit demonstrating the effects of self-concept on educational achievement * Discuss with partner how negative and positive self-esteem can affect your education. Display ideas on poster board from all groups. |
| 1.1.3 Participate in collaborative conversations with diverse partners to evaluate **personal self-esteem** with strategies to improve self-esteem. |  |  |  | * Originate a role play or skit demonstrating the effects of low/high self-esteem * Compose a short essay evaluating the advantages of having a positive self-esteem * Using ipads or computers allow students to blog back and forth. (could email students in other periods) * Critique personal styles with diverse partners * <http://www.queendom.com/tests/access_page/index.htm?idRegTest=3105> |
| 1.1.4 Assess personal success or failure due to having **positive or negative attitude**.  T1.3 Create word processing documents with multiple columns |  | **T1.3** |  | * Compose a two-column list of positive and negative attitudes using Word * Write an essay based on personal experiences to illustrate the effects of having a positive attitude and/or 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**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Access personal values by taking inventories * Write an essay depicting effects of personal values on working in a career field * Compose a table of the results of three interviewed employees. Determine the correlation of the employees’ personal values with their career choices * Online career game <https://www.driveofyourlife.org/main/index.html> |
| 1.1.6 Identify and assess personal **learning style** and the relation it may have toward success in a chosen career field. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Discover learning styles ex. Barsch Learning style * Identify teaching styles of school instructors and personal learning styles to determine conflicts and matches * Assess a personal learning style in typical areas of study toward a tentative career goal <http://www.edutopia.org/multiple-intelligences-assessment> |
| 1.1.7 Assess how a career will affect personal **lifestyle** preference. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Real-life Arkansas. <https://www.workforce.arkansas.gov/real-life/> * 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 * Junior Achievement Program [www.jaark.org](http://www.jaark.org) |
| 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 | **L7.4a**  **W6-8.2d** | **T5.1** |  | * Create a word cloud using (Wordle.net, abcya.com, tagul) personality adjectives that describes you * Create a personal flyer/brochure/poster that depicts the individual’s personality * Discuss with your partner your personality assessment using the animals. Do these traits match you * Use WebQuest.org * Brain orientation [www.intelliscript.net/test\_area/questionnaire/questionnaire.cgi](http://www.intelliscript.net/test_area/questionnaire/questionnaire.cgi) online brain orientation |
| Assessment Possibilities |  |  |  | Unit 1 Project-Based Assessment: Create and compile personal information through “Self-Awareness Book” |

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| **Performance Indicator 1.2**  **Aptitude Awareness Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 1.2.1 Identify personal **aptitudes, abilities, skills, strengths, talents and weaknesses**. | **L7.4a**  **W6-8.2d** |  |  | * Create a poster signifying personal attributes * Research and design a Me T-shirt or Family Crest * Develop a personality powerpoint presentation |
| 1.2.2 Explain how a career can satisfy the basic **human need** to achieve success. |  |  |  | * Relate success to respect, status, recognition, mastery, authority, confidence, and independence * Abraham Maslow’s Hierarchy of Needs * Needs versus wants activity at <http://www.jaark.org> * Why do people work handout/powerpoint |
| 1.2.3 Explain the value of finding the aptitude for doing certain things well and creating opportunities for development and success**.** |  |  |  | * Determine personal aptitudes in logical, sequential/numerical, finger and physical dexterity, visual, spatial, eye-hand-foot coordination, mechanical, artistic, creative, industrious etc. * Learning style aptitude <http://www.change-management-coach.com/aptitude-test.html> * Write a summary of the relation between aptitude and success * Associate natural talent with success * <http://www.pickthebrain.com> * List personal aptitudes |
| 1.2.4 Define how pride in work produces personal satisfaction, success and happiness**.** |  |  |  | * Interview a parent/guardian * The Dash activity by Linda Ellis |
| 1.2.5 Explain the importance of determining personal ability and how it affects choosing a career. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Skill assessments (O’Net) * Kuder: 3 person match worksheet * Cite evidence of people who overcame great odds to become successful in a chosen career with relation to the amount of effort that was required to overcome those obstaclesw |

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| **Performance Indicator 1.3**  **Workforce Behavior Awareness Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 1.3.1 Assess the consequences **of inappropriate behavior** toward others**.**  T1.1 Create and customize word processing documents |  | **T1.1** |  | * Use role play or skits to demonstrate appropriate and inappropriate behavior * Key and present an explanation about this topic for others * Model appropriate behavior in the workplace * Utilize various websites for researching appropriate and inappropriate behavior on the job * Prepare a case to present view about appropriate behavior and the affects it has on workplace success and individual promotion * Worksheet on determining inappropriate workplace behavior * Worksheet on correcting behavior scenario |
| 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 |  | **T1.1** |  | * Participate in team building exercises * Personality Color Chart * <http://www.scribd.com> * <http://www.toondoo.com/> create a cartoon demonstrating respect |
| 1.3.3 Identify various work environments and working conditions. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Create a brochure using the Dept. of Labor’s Bureau of Labor Statistics’ website <http://www.bls.gov> * Research and describe typical work environments and working conditions from the 16 Federal Career Clusters * Research your top career cluster and share info in groups |
| 1.3.4 Consult with or observe adult role models at work to identify elements of their work with respect to responsibilities and working with others**.** |  |  |  | * Participate in a virtual or live job shadowing experience * View and listen to CEV Multimedia DVDs for informational interviews * <http://media.knowitall.org/subject/career-education> cluster videos * Tour local industries |

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| **Standard 2.0 Locating Career Information Skills** | | | | |
| **Performance Indicator 2.1**  **Locating Information Objectives** | **CCSS** | **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**.**  **Career jeopardy**  [**http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm**](http://pages.minot.k12.nd.us/votech/File/Jeopardy.htm) | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Describe the importance of accurate, current, and unbiased career information for career planning**.**  Explore Career Clusters, Career Pathways, and Programs of Study   * <http://occupationaloutlook-handbook.net> * [http://onetcenter.org](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> * <https://www.careerwise.mnscu.edu/careers/clusters.html> |
| 2.1.2 Locate specific occupational information to determine pertinent and relevant facts**.** |  |  |  | * Distinguish between job duties, job description, job qualifications, education and training requirements * Define work environment and working conditions. * Create a Quizlet or matching exercise in which students will align different types of work with work environment – www.quizlet.com. |
| 2.1.3 Determine job growth and opportunities**.** |  |  |  | Discover occupation outlook opportunities:   * Review *Career Watch* magazine. * Review *Arkansas Next* magazine. * Review Discover Arkansas of local employment opportunities * Review local and state newspapers |
| 2.1.4 Identify work schedule-- self-employed, part-time, full-time, temporary, and seasonal. |  | , |  | * Explore work schedules from various career fields * Discuss the advantages and disadvantages of various work schedules. * Conduct a scavenger hunt with work schedule terms. |

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| **Performance Indicator 2.2**  **Work Benefits Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 2.2.1 Identify the advantages and disadvantages of being employed in a non-traditional occupation**.**  . | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** | T5.2 |  | * Explore non-traditional pathways and why roles are stereotyped * Watch DVDs pertaining to non-traditional roles in the workforce. (i.e. *A Woman in a Man’s World and a Man in a Woman’s World)*. * Identify successful people working in non-traditional careers. * Guest speakers in a non-traditional occupation (i.e. firefighter, police officer, nurse, etc.). * Create a two column document listing the advantages and disadvantages of a non-traditional occupation. |
| 2.2.2 Identify job benefits and forms of income. |  |  |  | * 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. * Analyze a pay stub |
| 2.2.3 Define how a career: identifies a person, determines lifestyle, provides security, builds self-esteem, promotes social interaction, provides opportunities for accomplishment, and provides a mental and/or physical outlet. |  |  |  | * Demonstrate through on-line research how people are identified in today’s society. * Explain how last names often reflect the career of a person in one’s ancestry. * Write a short essay to show how you want to be recognized and remembered as a result of your chosen career. * Create a role play video of varying stereotypes in the work place. * Produce and publish an explanation on how one’s work can help them achieve personal satisfaction. * Interview three workers regarding their careers and personal satisfaction. * Guest speakers in a nontraditional occupation (firefighter, police officer, nurse, etc.) |

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| **Performance Indicator 2.3**  **Work Requirements Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 2.3.1 Demonstrate understanding of the changing workplace due to the global economy and improvements in technology**.** |  |  |  | * 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. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Use the *Occupational Outlook Handbook*- [www.bls.gov/oco](http://www.bls.gov/oco) * Predict and then research the educational requirements for three careers. Use a Venn diagram to record the results/findings. |
| 2.3.3 Identify skill requirements and maintaining a licensing or certification**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Explore industry certifications and state licensing   * *Occupational Outlook Handbook*- [www.bls.gov/oco](http://www.bls.gov/oco) * Identify industries that require licensing/certification. * Identify and record skills needed for personal career choices. |

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| **Standard 3.0 Career Decision-Making Skills** | | | |  |
| **Performance Indicator 3.1**  **Decision-Making Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 3.1.1 Describe personal decision-making style**.** |  |  |  | * Describe how you (student) typically make a decision based upon a scenario. * Create a SMART goals cube * Suggested class reading resource: Sean Covey’s 7 Habits of Highly Effective Teenagers * Research activities on unit 3 on <http://arcota.weebly.com> * Online decision making assessment <http://www.mhhe.com/business/management/buildyourmanagementskills/updated_flash/topic10a/quiz.html> |
| 3.1.2 Identify steps in a decision-making process**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Research various decision-making process models * Determine steps for coming to a conclusion in a particular model of choice. * Design and construct a mobile illustrating the decision making process * State why decision-making is a necessary component in planning making changes. |
| 3.1.3 Demonstrate the use of a decision-making model in a personal career plan**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * 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. |
| 3.1.4 Recognize that decision-making often involves conflicts and compromise**.** | **SL7.1**  **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Role play a scenario involving conflicts and possibilities for compromise. * Real-Life Arkansas- <http://www.real-life.arkansas.org> * Prepare a list of options for career goals based upon circumstances beyond your control. |

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| **Performance Indicator 3.2**  **Setting Goals Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 3.2.1 Describe attributes of goals and the structure of setting short, medium and long-term goals**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Utilize the goal-setting component of the Arkansas College and Career Planning System to set short, medium and long term goals. * Outline the main points/attributes of setting goals. * Create a timeline of personal life map, for example: goals of year 1, year 5, year 10 |
| 3.2.2 Define attributes of goals and categorize them. |  |  |  | Define—specific, realistic, obtainable, measureable, time related, and focused attributes  Categorize goals by: personal, educational, recreational, professional/career, and financial focus areas**.**   * 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**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Associate all available resources that would help you (student) successfully reach listed goals.   * Create a WebQuest mapping out available resources found through research. * Critique the lack of available personal resources and state your idea of what's missing! |
| 3.2.4 Explain how career planning to attain goals is a lifelong process beginning early in life**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * 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. |
| 3.2.5 Describe how personal values affect decisions due to conflicting demands. | **SL7.1** |  |  | * Prepare and conduct a collaborative debate describing the effects of family, culture, beliefs, and personal values on decisions. * Create a time management table * Create a plan to overcome obstacles in reaching career goals. |

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| **Performance Indicator 3.3**  **Career Decision-Making Process Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 3.3.1 Compare and contrast postsecondary options leading to a career goal**.** |  |  |  | * Write a persuasive speech arguing for/against postsecondary (college degree) education. * Analyze postsecondary options (including work-based learning and technical training) with a word processing table which is sorted by various criteria (i.e. tuition, location, size, etc.). * Research and hypothesize the top 10 fastest growing jobs and the 10 slowest growing jobs. Ex. Career Watch Magazine |
| 3.3.2 Identify employment trends and unknown factors that can affect personal career plans. |  |  |  | * Form a panel to discuss viewpoints on possible factors playing a role in decision-making and reaching life and career goals. * Use [www.playspent.org](http://www.playspent.org) to see if you can make it through unexpected changes. * Research emerging industries in the state or region that may produce viable career opportunities. * Identify possible scenarios that could distract one from completing their plans successfully**.** * Junior Achievement program (*Economics for Success*)-free CD * Compose a short skit identifying a scenario that would distract one from their career plan. |
| 3.3.3 Demonstrate understanding of importance for processing information logically and sequentially in a planning process**.** | **W6-8.1**  **W6-8.4** |  |  | * Restate in your own words the importance for processing information logically and sequentially in the career planning process. * Create a digital infomercial. |
| 3.3.4 Identify the advantages and disadvantages for careers of choice to determine a tentative career goal. | **SL7.1** |  |  | * Utilize an ACGA student contest to create a career poster, panorama, career video or PowerPoint. * Create a spreadsheet/table to compare and contract occupations that have been researched to list advantages and disadvantages for each of three tentative careers goals. |

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| **Standard 4.0 High School and Career Planning Skills**  **How does planning affect my high school and career outcome?**  **What education/training will prepare me for my chosen career?** | | | | |
| **Performance Indicator 4.1**  **Career Planning Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 4.1.1 Explain how career planning can save time, energy and money**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Implement activities from the *Arkansas Next* and *Career Watch* magazines * Write a summary detailing relative cost due to extended time reaching career goals. |
| 4.1.2 Explore the education and training requirements to meet certain job qualifications**.** | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * College and Career Planning System-<http://arworks.arkansas.gov>. * Career Plans of Study- <http://www.careertech.org> <https://careertech.org/career-clusters> * Explore on-line help-wanted ads. * Participate in live or virtual business and industry tours. |
| 4.1.3 Describe how job shadowing, mentoring and internships can play an important role in choosing a career**.** |  |  |  | * 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. |

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| **Performance Indicator 4.2**  **Education and Trainings Plans Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 4.2.1 Identify education requirements for graduation and postsecondary transition based upon personal career focus. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Research and identify prerequisites, diplomas, GEDs, degrees, certifications, licenses, credit, elective, graduation requirements   * College and Career Planning System <http://arworks.arkansas.gov>. * Formal Career Action Plan (CAP) forms * Discuss keys to success through various assessments such as ACT Explore, Plan, ACT, PSAT, SAT, ASVAB, etc. * Invite school counselors to present graduation requirements information * Invite college recruiters to present course schedules, course credit hours and entry requirements. |
| 4.2.2 Identify training requirements or extended learning opportunities for entrance into the workforce for a chosen career focus**.** |  |  |  | Explore on-the-job training, internships, apprenticeships, extended learning and work-based learning opportunities.   * Participate in live or virtual business and industry tours. * Research and summarize job requirements leading to entry level job positions. * Research school and community related opportunities to gain relevant work experience. |
| 4.2.3 Identify viable pathways of study with postsecondary education and training opportunities for a chosen career focus. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * College and Career Planning System <http://arworks.arkansas.gov>. * Career Pathways <http://www.careertech.org> <https://careertech.org/career-clusters> * <http://careervision.org/> * Take virtual tours of college campuses. Arkansas campuses are listed in Arkansas NEXT Magazine. * <http://www.edonline.com/newtest/index.php> |
| 4.2.4 Demonstrate understanding of employment requirements concerning degrees, certifications, licenses, diplomas, experience and job skills. | **SL7.5**  **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * 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. * College Pennant Project * College Comparison Table * College Scavenger Hunt |

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| **Performance Indicator 4.3**  **Career Development Portfolio Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 4.3.1 Describe the components and process in developing a career portfolio. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Design a career ladder for a tentative career goal beginning where you are and reaching an ultimate career goal with dates for completion.   * List documents that would typically be maintained to identify accomplishments leading up to application to further education or career. * Use a timeline to demonstrate the completion of a career portfolio. Arworks.arkansas.gov - Timeline |
| 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 Format a table with borders and fill  T2.2 Perform an alphabetic and numeric sort  T2.3 Apply a style to a table | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** | **T2.1**  **T2.2 T2.3** |  | Explore financial aid, grants, scholarships, and tuition   * Use Formal Career Action Plan (CAP) forms * Use sample plans of study – ace.arkansas.gov Career Clusters * 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. * Side effects of student loan worksheet * GPA Worksheet |
| 4.3.3 Create an electronic career development portfolio. |  |  |  | * 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. |

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| **Performance Indicator 4.4**  **Employment Factors Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 4.4.1 Determine opportunity cost over a lifespan for achieving a personal career goal. |  |  |  | * Create a basic table illustrating the opportunity costs for achieving a career goals including education and training expenses, lost time from work while in school, relocating for jobs, & cost of living due to change. * Economics for Success program from [www.juniorachievement.com](https://mail.arkansas.gov/owa/redir.aspx?C=965f9e08f08e4e8594c24e9311cc7d1b&URL=http%3a%2f%2fwww.juniorachievement.com) |
| 4.4.2 Explain how distracters and barriers can hinder an individual from completing plans. |  |  |  | * Discuss the distracters that affect individual career plans. * List barriers that may cause personal hardships and resources to assist in overcoming those barriers. * Economics for Success CD called LIFE. http://www .jaark.org |
| 4.4.3 Assess the relative income and benefits of a future career goal with respect to personal goals and lifestyle**.** |  |  |  | * Real-Life Arkansas-www.real-lifearkansas.org * [www.juniorachievement.com](https://mail.arkansas.gov/owa/redir.aspx?C=965f9e08f08e4e8594c24e9311cc7d1b&URL=http%3a%2f%2fwww.juniorachievement.com) * Research your dream vehicle. Calculate and present costs of buying that vehicle * Research finance under Career Clusters activities on [www.arcota.weebly.com](http://www.arcota.weebly.com) |
| 4.4.4 Identify economic conditions that may affect career plans. | **W6-8.8**  **W6-8.9**  **W6-8.10** |  |  | Explore global economy and outsourcing.   * Research recent and expected trends in the global economy that will produce or reduce job markets. * Write a letter to the editor after evaluating an article in the newspaper discussing how the article may affect personal career plans. * Produce a time writing piece that compares economic conditions over a specific time period—agricultural based, manufacturing based and service based economies. * Start your own business! Advertise with a pamphlet/brochure assuring the public of your employment trends knowledge. * Did You Know? Found at [www.youtube.com/watch?v=cL9Wu2kWwSY](http://www.youtube.com/watch?v=cL9Wu2kWwSY) |
| 4.4.5 Identify the advantages and challenges of self-employment.  T5.3 Prepare a document incorporating text | **SL7.1a**  **SL7.5**  **R6-8.7**  **R6-8.8** | **T5.3** |  | * 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. * Online entrepreneurial assessment |

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| **Standard 5.0 Career Readiness Skills** | | | | |
| **Performance Indicator 5.1**  **Employability skills Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 5.1.1 Identify employment preparation activities leading up to employment. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Explore and review job applications, resumes, interviewing, letter of application and follow-up, job search and job search strategies.   * Create Quizlet defining employment terms. * Create resume * Job interview activity-You’re the Boss powerpoint and worksheet * Mock Interview Activity * Interview Skit * Show PowerPoint: You’re the Boss |
| 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 a cover letter  T4.4 Merge data, sort and filter records within the merged document  T4.5 Create a supplemental merge-envelopes/labels |  | **T4.1**  **T4.2** |  | * 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. |
| 5.1.3 Identify the components of a resume.  T1.2 Explain and input data into an electronic resume template. Edit a template | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** | **T1.2** |  | * 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. |
| 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 | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** | **T3.1**  **T3.3**  **T3.4** |  | * Compare and contrast various paper and online job applications based on specific career options. * MonsterJobs- [www.monsterjobs.com](http://www.monsterjobs.com) * College and Career Planning System-<http://arworks.arkansas.gov>. * Worksheet of online websites for applications |
| 5.1.5 Identify and demonstrate successful individual and group introductions. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Simulate introductions of 1-to-1, 1-to-small group, 1-to-large group. * Handshake * Demonstrate formal interview introductions with videotaping for review and critique. * College and Career Planning System <http://arworks.arkansas.gov> |
| 5.1.6 Identify job search strategies and resources for finding job openings**.** |  |  |  | List where job search information is located (i.e. networking, newspaper, Internet sites, etc.).   * MonsterJobs- <http://www.monsterjobs.com> * College and Career Planning System- <http://arworks.arkansas.gov>. * [www**.careerbuilder.com**](http://www.careerbuilder.com) [www.justjobs.com](http://www.justjobs.com) [www.**simplyhired.com**](http://www.simplyhired.com) * [www**.indeed.com**](http://www.indeed.com) [www.snagajob.com](http://www.snagajob.com) <http://www.helpwanted.com> |
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| **Performance Indicator 5.2**  **Work Discipline Objectives** | **CCSS** | **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)**.** |  |  |  | * Participate in a virtual or live job shadowing experience. * View and listen to CEV Multimedia DVDs for informational interviews. * Understand body language analysis and lie detector using <http://www.usanetwork.com/series/criminalintent/> |
| 5.2.2 Describe the importance of earning an income and managing personal finances. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | * Real-Life Arkansas-www.real-lifearkansas.org * PlaySpent-www.playspent.org * Write a summary of findings on self-respect from productive work. |
| 5.2.3 Explain the value of volunteering to gain experience, developing working relationships for networking, and obtaining recommendations**.** |  |  |  | * Participate in a community service project. * Create a community service journal. * Research the value of volunteerism. * http://www.energizeinc.com/art/atimevalue.html |

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| **Performance Indicator 5.3**  **Transferable Skills Objectives** | **CCSS** | **Tech** | **CRP** |  |
| 5.3.1 Assess how personal qualities are important to success.  T.5.1 Illustrate a word processing document using graphics |  | **T5.1** |  | * 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. * Identify successful people and their qualities that have led to success |
| 5.3.2 Recognize that transferable skills are important for changing from one occupation or career to another. | **L7.4a**  **R6-8.3**  **R6-8.7**  **W6-8.6** |  |  | Research how technology savvy, written and verbal communication, negotiating and persuading, social networking, management and leadershipaffect success in any career field.   * <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. |
| 5.3.3 Explain the importance of taking responsibility for personal actions on team projects**.** |  |  |  | * "The Apprentice" - Compose a 2-minute speech on why you should take the responsibility for a team project and why you should NOT be fired. * Review <http://engagementisnotenough.com> and write a summary of findings. |
| 5.3.4 Identify leadership qualities and managerial skills.  T5.2 Prepare a document incorporating a chart or charts |  | **T5.2** |  | * Research and formulate a chart illustrating the personality characteristics of leaders. * Formulate a group activity and evaluate leadership styles of each team member. |
| 5.3.5 Demonstrate the importance of conflict resolution to maintain civility in the workplace. |  |  |  | * Create a skit to demonstrate conflict resolution techniques in the workplace. * Use Comic Creator ([www.readwritethink.org](http://www.readwritethink.org) ) * Make Beliefs ([www.makebeliefscomix.com](http://www.makebeliefscomix.com) ) to depict conflict resolution techniques in the workplace. * Conflict scenarios/handling difficult situations |
| 5.3.6 Recognize appropriate business and technology etiquette**.** |  |  |  | * 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. * Develop a business and technology etiquette policy for your classroom or school * Etiquette by Country <http://www.executiveplanet.com> |