**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 graphicT5.1 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
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| 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 attributesCategorize 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 fillT2.2 Perform an alphabetic and numeric sortT2.3 Apply a style to a table | **L7.4a****R6-8.3****R6-8.7****W6-8.6** | **T2.1****T2.2T2.3** |  | 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 letterT4.4 Merge data, sort and filter records within the merged documentT4.5 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 formT3.4 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>
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