

Learning Standards for Career Development and Occupational Studies at Three Levels

- Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- and
- Standard 3b: Career Majors
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Commencement

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- **complete the development of a career plan that would permit eventual entry into a career option of their choosing**
- **apply decision-making skills in the selection of a career option of strong personal interest**
- **analyze skills and abilities required in a career option and relate them to their own skills and abilities.**

This is evident, for example, when students:

- ▲ reevaluate long-range personal goals and match them to a career option*
- ▲ prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option*
- ▲ prepare a research paper that contains:
 - details of three specific jobs within the career option
 - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment
 - the number of job openings in the career option
 - list of three postsecondary programs offering advanced study/training in the career option
 - entrepreneurial possibilities*
- ▲ develop resumes and letters of application and demonstrate effective interviewing techniques that could be used to gain entry into a career option*
- ▲ design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal.*

STANDARD 1

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Commencement

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- **demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.**
- **use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology)**
- **research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.**

This is evident, for example, when students:

- ▲ read a series of job descriptions or training plans of interest to identify the necessary application of academic knowledge and technical skills that are required for particular careers as well as the job outlook (decline/growth) and possible earnings*
- ▲ interview a medical specialist and develop a presentation using a variety of tools/technology to depict knowledge and skills that are required for this career*
- ▲ select several local employers as well as employers with global operations and complete a project (e.g., video, photo collage, or report) that reflects the academic knowledge and technical skills required, along with the job outlook and potential earning capacity in a competitive international marketplace*
- ▲ complete an internship which focuses on a particular career of interest (e.g., architect, electrician, or veterinarian) and develop a slide presentation to demonstrate how concepts from mathematics, science, and/or English language arts are applied in a particular career*
- ▲ work in teams to formulate a historical presentation on specific careers and demonstrate how job requirements and training are changing due to new technology
- ▲ use various forms of technology and communication techniques (e.g., a CD-ROM, a video, slide show and sign language) to describe and illustrate how societal, economic, and governmental changes may require exploring a variety of careers and developing broad-based transferable skills that are needed for gainful employment*
- ▲ produce an annual career plan that includes eight samples of their work (e.g., completed hands-on projects, reports based on internships and/or depicting various occupations) and describe why they selected the particular samples of work, and indicate possible career choices of interest*
- ▲ use effective skills and techniques in a simulated job interview.

STANDARD 2

Standard 3a—Universal Foundation Skills

Commencement

Basic Skills

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students:

- **use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.**

This is evident, for example, when students:

- ▲ gather and use information presented in print and electronic sources to create a research report and database
- ▲ examine a case study to evaluate whether the information contained within it is adequate to support generalizations about the topic
- ▲ participate in debates, interviews, and panel discussions
- ▲ use word processing and desktop publishing software to present information on a sales campaign
- ▲ analyze a company's balance sheet and income statement for industry-recognized ratios for assets, liabilities, and net income/loss
- ▲ order and price inventory appropriately as part of a work experience program.

Thinking Skills

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- **demonstrate the ability to organize and process information and apply skills in new ways.**

This is evident, for example, when students:

- ▲ provide examples of ways to alter a work schedule to allow for more job sharing among two or more employees
- ▲ evaluate a variety of options suggested, select an option, explain the reason for the selection, and provide the strategies for implementation
- ▲ recognize a problem and design steps to solve the problem
- ▲ prepare and present a report on how knowledge gained from one content area helped solve a problem in another area.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Commencement

Personal Qualities

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students:

- **demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.**

This is evident, for example, when students:

- ▲ work with a local employer to establish a sales goal and devise a plan to reach that goal
- ▲ motivate other group members and demonstrate leadership skills in a student leadership organization or job experience
- ▲ give and accept constructive criticism in a group project
- ▲ evaluate decisions for legal and ethical implications
- ▲ establish a set of personal goals and record progress in attaining them.

Interpersonal Skills

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- **communicate effectively and help others to learn a new skill.**

This is evident, for example, when students:

- ▲ demonstrate how to respond effectively to a dissatisfied customer
- ▲ assist in the teaching of an acquired skill in an elementary/middle school class or business environment
- ▲ provide feedback to others in a group project
- ▲ participate in a job interview.

STANDARD 3a

Standard 3a—Universal Foundation Skills

Commencement Technology

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- **apply their knowledge of technology to identify and solve problems.**

This is evident, for example, when students:

- ▲ evaluate why a school or business facsimile (fax) machine is not working
- ▲ take the proper steps to make an inoperative printer work
- ▲ use a software program to compile and analyze statistical data and prepare a presentation for a group
- ▲ use an integrated software program to solve a business-related problem
- ▲ prepare a report predicting how technology may change various aspects of life 50 years from now.

Managing Information

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- **use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.**

This is evident, for example, when students:

- ▲ construct a computer-generated form to survey local employers for possible participation in a work-study program
- ▲ use graphics software to present survey findings to the student body
- ▲ use telecommunications software to access and communicate information
- ▲ use presentation graphics software which will illustrate to a group of employers the increase in work-based learning experiences
- ▲ use a computer to record and organize statistical information to assist a coach of a school athletic team.

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STANDARD 3a

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Commencement

Managing Resources

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

Students:

- **allocate resources to complete a task.**

This is evident, for example, when students:

- ▲ plan a two-week activity that requires tasks to be divided among students or coworkers, including determining priorities and following timelines
- ▲ prepare a long-range budget for a school organization or hypothetical business
- ▲ complete multiple tasks for concurrent activities by adjusting personal schedules or negotiating deadlines
- ▲ work as a team to decide how resources should be allocated to accomplish a task.

Systems

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- **demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.**

This is evident, for example, when students:

- ▲ evaluate the roles or positions within an organization and make suggestions for improvement of the organization
- ▲ write a proposal for ways a company can reduce expenses
- ▲ prepare an organizational chart for a club or business
- ▲ develop a presentation using visual aids to explain how an automobile or other machine operates.

STANDARD 3a