



## TEKS CORRELATIONS & SUGGESTED PACING GUIDE

### Career Preparation I



**iCEV Career Exploration Site**

***Meets 100% of TEKS***

**~195 days of teaching material\***

\*Days of teaching material listed above is an estimate. Total days will depend upon time spent on the Career Exploration Module. The *Career Cluster Inventory* lesson in Module 1 is designed to help students determine which Career Cluster best fits their interests and skills.

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# Course Overview

The Career Preparation I Course Playlist is organized into five modules. The modules can be taught in the order they appear, or you can teach the modules in an order you choose.

## Module 1: Career Investigation

- Formulas for Career Success: Career Testing & Investigation
- Career Cluster Interest Inventory

## Module 2: Career Exploration

**NOTE:** This module includes all 16 Exploring Careers lessons. The Career Cluster Interest Inventory results found in Module 1 will guide students on which clusters are most applicable to them.

## Module 3: Career Preparation

- Jobs, Careers & Education
- Formulas for Career Success: Job Search
- Formulas for Career Success: Job Applications
- Formulas for Career Success: Résumés
- Formulas for Career Success: Cover Letters
- Formulas for Career Success: Portfolio Development
- Formulas for Career Success: Interview Preparation
- Formulas for Career Success: The Interview Process
- Formulas for Career Success: After the Interview
- Societal Impacts on Careers
- Global Industry

## Module 4: Employability Skills

- Employability Skills
- Graduate Tips & Advice: Importance of Work Ethic
- Workplace Etiquette
- Workplace Issues
- Teamwork & Collaboration
- Multicultural Workplace
- Managing Diversity
- Conflict Management
- Mathematics in the Workplace
- Business Ethics
- Ethics in Business
- Business Documents & Technology
- Business Letters & Memos
- Confidentiality in the Workplace

## Module 5: Life Skills

- Skills for Real World Survival
- Listening 101
- Leadership Styles
- Dressing, Emily Post Style
- Management of Energy, Money & Tasks
- Personal Financial Planning

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
<b>Module 1: Career Investigation</b>			
1	Formulas for Career Success: Career Testing & Investigation	9.A.i; 9.A.ii; 9.A.iii; 9.A.iv; 9.B.i; 9.B.ii; 9.B.iii; 9.B.iv	8
2	Career Cluster Interest Inventory	9.A.i; 9.A.ii; 9.A.iii; 9.A.iv; 9.B.i; 9.B.ii; 9.B.iii; 9.B.iv	1
<b>Module 2: Career Exploration</b>			
10	Exploring Careers: Agriculture, Food & Natural Resources	1.B.i; 1.C.i; 1.D.i; 3.G.i	12
11	Exploring Careers: Architecture & Construction	1.B.i; 1.C.i; 1.D.i; 3.G.i	10
12	Exploring Careers: Arts, Audio/Video Technology and Communication	1.B.i; 1.C.i; 1.D.i; 3.G.i	12
13	Exploring Careers: Business Management & Administration	1.B.i; 1.C.i; 1.D.i; 3.G.i	10
14	Exploring Careers: Education & Training	1.B.i; 1.C.i; 1.D.i; 3.G.i	10
15	Exploring Careers: Finance	1.B.i; 1.C.i; 1.D.i; 3.G.i	11
16	Exploring Careers: Government & Public Administration	1.B.i; 1.C.i; 1.D.i; 3.G.i	13
17	Exploring Careers: Health Science	1.B.i; 1.C.i; 1.D.i; 3.G.i	14
18	Exploring Careers: Hospitality & Tourism	1.B.i; 1.C.i; 1.D.i; 3.G.i	12
19	Exploring Careers: Human Services	1.B.i; 1.C.i; 1.D.i; 3.G.i	11
20	Exploring Careers: Information Technology	1.B.i; 1.C.i; 1.D.i; 3.G.i	10
21	Exploring Careers: Law, Public Safety, Corrections & Security	1.B.i; 1.C.i; 1.D.i; 3.G.i	10
22	Exploring Careers: Manufacturing	1.B.i; 1.C.i; 1.D.i; 3.G.i	13
23	Exploring Careers: Marketing	1.B.i; 1.C.i; 1.D.i; 3.G.i	11
24	Exploring Careers: Science, Technology, Engineering & Mathematics	1.B.i; 1.C.i; 1.D.i; 3.G.i	8
25	Exploring Careers: Transportation, Distribution & Logistics	1.B.i; 1.C.i; 1.D.i; 3.G.i	14

**NOTE: The Career Cluster Interest Inventory results found in Module 1 will guide students on which clusters are most applicable to them.**

Scope & Sequence	Lesson Title	TEKS	Days of Teaching
<b>Module 3: Career Preparation</b>			
19	Jobs, Careers & Education	8.C.i; 8.C.ii	10
20	Formulas for Career Success: Job Search	1.A.i; 2.I.i	2
21	Formulas for Career Success: Job Applications	1.E.i	2
22	Formulas for Career Success: Résumés	1.C.i	3
23	Formulas for Career Success: Cover Letters	1.E.i; 1.E.ii	3
24	Formulas for Career Success: Portfolio Development	1.E.i; 1.E.ii	5
25	Formulas for Career Success: Interview Preparation	1.D.i	2
26	Formulas for Career Success: The Interview Process	1.D.i; 1.E.i; 1.E.ii	7
27	Formulas for Career Success: After the Interview	1.E.i; 1.E.ii	3
28	Societal Impacts on Careers	8.B.i	8
29	Global Industry	8.D.i; 8.D.ii	6
<b>Module 4: Employability Skills</b>			
30	Employability Skills	1.B.i; 1.B.ii; 2.B.i; 2.B.ii; 2.B.iii; 2.E.i; 2.E.iii; 2.H.i; 2.H.ii; 2.H.iii; 2.H.iv; 2.I.ii; 2.I.iii; 2.J.i; 3.C.i; 3.C.ii; 3.F.i; 5.B.i; 6.A.i; 6.A.ii; 6.A.iii; 6.A.iv; 6.A.vii; 6.A.viii; 6.A.ix; 6.A.x; 9.C.i; 9.C.ii	5
31	Graduate Tips & Advice: Importance of Work Ethic	2.E.i	2
32	Workplace Etiquette	2.D.i; 2.D.ii	2
33	Workplace Issues	3.H.i; 3.H.ii; 5.A.i; 5.A.ii; 5.A.iii; 5.A.iv; 5.E.i; 5.E.ii; 7.A.i; 7.A.ii; 7.B.i; 7.B.ii; 7.C.i; 7.C.ii; 7.D.i; 7.E.i; 8.E.i; 8.E.ii; 8.E.iii; 8.E.iv	4
34	Teamwork & Collaboration	2.F.i; 2.F.ii; 3.B.i; 6.A.iv; 6.A.v; 6.A.vi; 6.A.x; 6.A.xi; 6.A.xii	5
35	Multicultural Workplace	3.D.i	4
36	Managing Diversity	2.C.i	6
37	Conflict Management	3.B.i	6
38	Mathematics in the Workplace	4.A.i; 4.C.i; 4.C.ii; 4.C.iii; 4.C.iv; 4.C.v; 4.C.vi	9
39	Business Ethics	2.E.ii; 5.C.i; 5.E.i; 5.E.ii	3
40	Ethics in Business	2.E.ii; 3.A.i; 2.G.i; 5.B.ii	6
41	Business Documents & Technology	4.D.i; 4.D.ii; 4.D.iii	6
42	Business Letters & Memos	4.D.i; 4.D.ii; 4.D.iii	4
43	Confidentiality in the Workplace	5.D.i	4
<b>Module 5: Life Skills</b>			
44	Skills for Real World Survival	1.B.i; 2.C.i; 2.E.i; 2.J.i; 3.B.i; 3.C.i; 3.C.ii; 6.A.i; 6.A.iii; 6.A.iv; 6.A.v; 6.A.vi; 6.A.vii; 6.A.ix; 6.A.x; 6.A.xi; 6.A.xii	13
45	Listening 101	3.E.i	3
46	Leadership Styles	6.B.i	5
47	Dressing, Emily Post Style	2.A.i; 2.A.ii; 2.A.iii; 2.A.iv	2
48	Management of Energy, Money & Tasks	2.G.i; 2.G.ii; 4.B.i; 7.E.i; 8.F.i; 8.F.ii	6
49	Personal Financial Planning	8.F.i; 8.F.ii	4

## Formulas for Career Success: Career Testing & Investigation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(i) evaluate employment options, including salaries	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(ii) evaluate employment options, including benefits	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iii) compare employment options, including salaries	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iv) compare employment options, including benefits	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(i) determine how interests affect career choices	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(ii) determine how abilities affect career choices	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iii) determine how personal priorities affect career choices	Formulas for Career Success: Career Testing & Investigation
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iv) determine how family responsibilities affect career choices	Formulas for Career Success: Career Testing & Investigation

## Career Cluster Interest Inventory

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(i) evaluate employment options, including salaries	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(ii) evaluate employment options, including benefits	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iii) compare employment options, including salaries	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iv) compare employment options, including benefits	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(i) determine how interests affect career choices	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(ii) determine how abilities affect career choices	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iii) determine how personal priorities affect career choices	Career Cluster Interest Inventory
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iv) determine how family responsibilities affect career choices	Career Cluster Interest Inventory

## 16 Exploring Careers Lessons

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(A) analyze the future employment outlook in the occupational area	(i) analyze the future employment outlook in the occupational area	16 Exploring Careers Lessons
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(B) describe entrepreneurial opportunities in the occupational area	(i) describe entrepreneurial opportunities in the occupational area	16 Exploring Careers Lessons
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(i) compare rewards for various levels of employment in a variety of careers	16 Exploring Careers Lessons
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(ii) compare demands for various levels of employment in a variety of careers	16 Exploring Careers Lessons



## Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(i) compare rewards for various levels of employment in a variety of careers	Jobs, Careers & Education
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(ii) compare demands for various levels of employment in a variety of careers	Jobs, Careers & Education

## Formulas for Career Success: Job Search

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(A) identify employment opportunities	(i) identify employment opportunities	Formulas for Career Success: Job Search
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(i) demonstrate effective methods to secure employment	Formulas for Career Success: Job Search

## Formulas for Career Success: Job Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Job Applications
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Job Applications

## Formulas for Career Success: Résumés

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(C) develop a resume	(i) develop a resume	Formulas for Career Success: Résumés

## Formulas for Career Success: Cover Letters

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Cover Letters
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Cover Letters

## Formulas for Career Success: Portfolio Development

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Portfolio Development
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Portfolio Development

## Formulas for Career Success: Interview Preparation

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(D) demonstrate proper interview techniques in various situations	(i) demonstrate proper interview techniques in various situations	Formulas for Career Success: Interview Preparation

## Formulas for Career Success: The Interview Process

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(D) demonstrate proper interview techniques in various situations	(i) demonstrate proper interview techniques in various situations	Formulas for Career Success: The Interview Process
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: The Interview Process
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: The Interview Process



## Formulas for Career Success: After the Interview

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: After the Interview
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: After the Interview

## Societal Impacts on Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(B) describe entrepreneurial opportunities in the occupational area	(i) describe entrepreneurial opportunities in the occupational area	Societal Impacts on Careers

## Global Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(D) evaluate strategies for career retention and advancement in response to the changing global workplace	(i) evaluate strategies for career retention in response to the changing global workplace	Global Industry
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(D) evaluate strategies for career retention and advancement in response to the changing global workplace	(ii) evaluate strategies for career advancement in response to the changing global workplace	Global Industry

## Employability Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(i) demonstrate the application of essential workplace knowledge	Employability Skills
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(ii) demonstrate the application of essential workplace skills	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(i) demonstrate dependability	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(ii) demonstrate punctuality	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(iii) demonstrate initiative	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(iii) exhibit a positive attitude	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(i) evaluate the relationship of good physical health to job success	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(ii) evaluate the relationship of good physical health to personal achievement	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(iii) evaluate the relationship of good mental health to job success	Employability Skills

(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(iv) evaluate the relationship of good mental health to personal achievement	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(ii) demonstrate effective methods to maintain employment	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(iii) demonstrate effective methods to terminate employment	Employability Skills
(2) The student develops skills for success in the workplace. The student is expected to:	(J) develop soft skills in a working environment	(i) develop soft skills in a working environment	Employability Skills
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(i) discuss employer expectations	Employability Skills
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(ii) analyze employer expectations	Employability Skills
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(F) apply effective listening skills used in the workplace	(i) apply effective listening skills used in the workplace	Employability Skills
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(B) demonstrate responsible and ethical behavior	(i) demonstrate responsible behavior	Employability Skills

(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(i) identify effective interpersonal skills with coworkers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ii) identify effective interpersonal skills with managers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iii) identify effective interpersonal skills with customers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ix) practice effective interpersonal skills with customers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vii) practice effective interpersonal skills with coworkers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(viii) practice effective interpersonal skills with managers	Employability Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Employability Skills

(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(i) determine continuing education opportunities that enhance career advancement	Employability Skills
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(ii) determine continuing education opportunities that promote lifelong learning	Employability Skills

## Graduate Tips & Advice: Importance of Work Ethic

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Graduate Tips & Advice: Importance of Work Ethic



## Workplace Etiquette

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(D) model appropriate business and personal etiquette in the workplace	(i) model appropriate business etiquette in the workplace	Workplace Etiquette
(2) The student develops skills for success in the workplace. The student is expected to:	(D) model appropriate business and personal etiquette in the workplace	(ii) model appropriate personal etiquette in the workplace	Workplace Etiquette

## Workplace Issues

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(H) comply with organizational policies and procedures	(i) comply with organizational policies	Workplace Issues
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(H) comply with organizational policies and procedures	(ii) comply with organizational procedures	Workplace Issues
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(ii) research published workplace procedures	Workplace Issues
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(iii) compare published workplace policies	Workplace Issues
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(iv) compare published workplace procedures	Workplace Issues
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(i) research published workplace policies	Workplace Issues

(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(i) research laws related to different careers	Workplace Issues
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(ii) describe laws related to different careers	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) identify and apply safe working practices related to the workplace	(i) identify safe working practices related to the workplace	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) identify and apply safe working practices related to the workplace	(ii) apply safe working practices related to the workplace	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) demonstrate knowledge of personal and occupational safety practices in the workplace	(i) demonstrate knowledge of personal safety practices in the workplace	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) demonstrate knowledge of personal and occupational safety practices in the workplace	(ii) demonstrate knowledge of occupational safety practices in the workplace	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) offer solutions related to unsafe work practices and attitudes	(i) offer solutions related to unsafe work practices	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) offer solutions related to unsafe work practices and attitudes	(ii) offer solutions related to unsafe work attitudes	Workplace Issues
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(D) explain Occupational Safety and Health Administration regulations in the workplace	(i) explain Occupational Safety and Health Administration regulations in the workplace	Workplace Issues

(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(E) determine health and wellness practices that influence job performance	(i) determine health and wellness practices that influence job performance	Workplace Issues
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers	Workplace Issues
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the rights of employees	Workplace Issues
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the responsibilities of employers	Workplace Issues
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees	Workplace Issues

## Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks	(i) demonstrate the ability to work with other employees to support the organization	Teamwork & Collaboration
(2) The student develops skills for success in the workplace. The student is expected to:	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks	(ii) demonstrate the ability to work with other employees to complete assigned tasks	Teamwork & Collaboration
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Teamwork & Collaboration
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Teamwork & Collaboration
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(v) identify effective team-building skills with managers	Teamwork & Collaboration
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vi) identify effective team-building skills with customers	Teamwork & Collaboration
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Teamwork & Collaboration

(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xi) practice effective team-building skills with managers	Teamwork & Collaboration
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xii) practice effective team-building skills with customers	Teamwork & Collaboration

## Multicultural Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(D) demonstrate respect for the rights of others	(i) demonstrate respect for the rights of others	Multicultural Workplace

## Managing Diversity

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(C) research positive interpersonal skills, including respect for diversity	(i) research positive interpersonal skills, including respect for diversity	Managing Diversity



## Conflict Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Conflict Management

## Mathematics in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student applies academic skills to the workplace. The student is expected to:	(A) apply mathematical skills to business transactions	(i) apply mathematical skills to business transactions	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(i) interpret data from tables to estimate solutions to problems	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(ii) interpret data from tables to find solutions to problems	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(iii) interpret data from charts to estimate solutions to problems	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(iv) interpret data from charts to find solutions to problems	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(v) interpret data from graphs to estimate solutions to problems	Mathematics in the Workplace
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(vi) interpret data from graphs to find solutions to problems	Mathematics in the Workplace

## Business Ethics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(ii) exhibit ethical practices	Business Ethics
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(C) summarize provisions of the Fair Labor Standards Act	(i) summarize provisions of the Fair Labor Standards Act	Business Ethics
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(i) research laws related to different careers	Business Ethics
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(ii) describe laws related to different careers	Business Ethics

## Ethics in Business

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(ii) exhibit ethical practices	Ethics in Business
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(A) illustrate how personal integrity affects human relations on the job	(i) illustrate how personal integrity affects human relations on the job	Ethics in Business
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(G) identify ethical standards	(i) identify ethical standards	Ethics in Business
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(B) demonstrate responsible and ethical behavior	(ii) demonstrate ethical behavior	Ethics in Business

## Business Documents & Technology

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(i) organize workplace business documents	Business Documents & Technology
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(ii) write workplace business documents	Business Documents & Technology
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(iii) compile workplace business documents	Business Documents & Technology

## Business Letters & Memos

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(i) organize workplace business documents	Business Letters & Memos
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(ii) write workplace business documents	Business Letters & Memos
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(iii) compile workplace business documents	Business Letters & Memos

## Confidentiality in the Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(D) describe the consequences of "breach of confidentiality"	(i) describe the consequences of "breach of confidentiality"	Confidentiality in the Workplace

## Skills for Real World Survival

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(i) demonstrate the application of essential workplace knowledge	Skills for Real World Survival
(2) The student develops skills for success in the workplace. The student is expected to:	(C) research positive interpersonal skills, including respect for diversity	(i) research positive interpersonal skills, including respect for diversity	Skills for Real World Survival
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Skills for Real World Survival
(2) The student develops skills for success in the workplace. The student is expected to:	(J) develop soft skills in a working environment	(i) develop soft skills in a working environment	Skills for Real World Survival
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Skills for Real World Survival
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(i) discuss employer expectations	Skills for Real World Survival
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(ii) analyze employer expectations	Skills for Real World Survival



(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(i) identify effective interpersonal skills with coworkers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iii) identify effective interpersonal skills with customers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ix) practice effective interpersonal skills with customers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(v) identify effective team-building skills with managers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vi) identify effective team-building skills with customers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vii) practice effective interpersonal skills with coworkers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Skills for Real World Survival

(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xi) practice effective team-building skills with managers	Skills for Real World Survival
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xii) practice effective team-building skills with customers	Skills for Real World Survival

## Listening 101

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(E) develop listening skills	(i) develop listening skills	Listening 101

## Leadership Styles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(B) develop effective leadership skills through participation in activities such as career and technical student organizations	(i) develop effective leadership skills through participation in activities	Leadership Styles

## Dressing, Emily Post Style

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(i) identify appropriate grooming for the workplace	Dressing, Emily Post Style
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(ii) identify appropriate appearance for the workplace	Dressing, Emily Post Style
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(iii) model appropriate grooming for the workplace	Dressing, Emily Post Style
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(iv) model appropriate appearance for the workplace	Dressing, Emily Post Style

## Management of Energy, Money & Tasks

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student develops skills for success in the workplace. The student is expected to:	(G) identify how to prioritize work to fulfill responsibilities and meet deadlines	(i) identify how to prioritize work to fulfill responsibilities	Management of Energy, Money & Tasks
(2) The student develops skills for success in the workplace. The student is expected to:	(G) identify how to prioritize work to fulfill responsibilities and meet deadlines	(ii) identify how to prioritize work to meet deadlines	Management of Energy, Money & Tasks
(4) The student applies academic skills to the workplace. The student is expected to:	(B) develop a personal budget based on a career choice	(i) develop a personal budget based on a career choice	Management of Energy, Money & Tasks
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(E) determine health and wellness practices that influence job performance	(i) determine health and wellness practices that influence job performance	Management of Energy, Money & Tasks
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(i) determine effective money-management techniques	Management of Energy, Money & Tasks
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(ii) determine effective financial-planning techniques	Management of Energy, Money & Tasks

## Personal Financial Planning

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(i) determine effective money-management techniques	Personal Financial Planning
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(ii) determine effective financial-planning techniques	Personal Financial Planning

**Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material**

<b>Subject</b>	<b>Chapter 127: Career Development</b>
<b>Subchapter</b>	<b>Subchapter B. High School</b>
<b>Course</b>	<b>§127.14. Career Preparation I (Two Credits), Adopted 2015</b>
<b>Publisher</b>	<b>CEV Multimedia, Ltd.</b>
<b>Program Title</b>	<b>iCEV Career Exploration Site</b>
<b>Program ISBN</b>	<b>9781614592204</b>
<b>TKES Coverage (%)</b>	<b>100.00%</b>

**(a) General requirements.** This course is recommended for students in Grades 11 and 12. Students shall be awarded two credits for successful completion of this course.

**(b) Introduction.**

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) Career development is a lifelong pursuit of answers to the questions: Who am I? Why am I here? What am I meant to do with my life? It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.
- (3) Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples

**(c) Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(A) identify employment opportunities	(i) identify employment opportunities	Formulas for Career Success: Job Search	Activity - Early Employment Debate; Activity - Job Hunt; Project - How Did You Get Your Job
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(i) demonstrate the application of essential workplace knowledge	Skills for Real World Survival	Activity - Dissatisfied Customer; Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet; Project - Career Computer Skills; Project - Managing Conflict in a Professional Setting; Project - Persuasive Speech; Project - Persuasive Speech Teacher Instruction Sheet
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(i) demonstrate the application of essential workplace knowledge	Employability Skills	
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(B) demonstrate the application of essential workplace knowledge and skills	(ii) demonstrate the application of essential workplace skills	Employability Skills	Activity - Skills Flashcards; Vocabulary Handout; Assessment; Assessment Answer Key
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(C) develop a resume	(i) develop a resume	Formulas for Career Success: Résumés	Activity - Sample Résumé Discussion; Project - Résumé Development; Activity - Résumé Critique
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(D) demonstrate proper interview techniques in various situations	(i) demonstrate proper interview techniques in various situations	Formulas for Career Success: Interview Preparation	Activity - Interview Research; Project - Common Interview Questions
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(D) demonstrate proper interview techniques in various situations	(i) demonstrate proper interview techniques in various situations	Formulas for Career Success: The Interview Process	Activity - Good and Bad; Activity - Good and Bad Answer Key; Activity - Interview Methods; Project - Guide to Interviews; Project - Mock Interview; Project - Mock Interview Teacher Instruction Sheet
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Portfolio Development	



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Job Applications	Project - Filling Out an Application; Activity - Application Critique
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: Cover Letters	
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: The Interview Process	Student Handout - Thank You Note; Activity - Thank You Note
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(i) create appropriate documents	Formulas for Career Success: After the Interview	Activity - Filling Out a W-4
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Portfolio Development	
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Job Applications	Project - Filling Out an Application; Activity - Application Critique
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: Cover Letters	
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: The Interview Process	Student Handout - Thank You Note; Activity - Thank You Note
(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:	(E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters	(ii) complete appropriate documents	Formulas for Career Success: After the Interview	Activity - Filling Out a W-4
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(i) identify appropriate grooming for the workplace	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(ii) identify appropriate appearance for the workplace	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(iii) model appropriate grooming for the workplace	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
(2) The student develops skills for success in the workplace. The student is expected to:	(A) identify and model appropriate grooming and appearance for the workplace	(iv) model appropriate appearance for the workplace	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(i) demonstrate dependability	Employability Skills	Activity - The Big 3
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(ii) demonstrate punctuality	Employability Skills	Activity - The Big 3
(2) The student develops skills for success in the workplace. The student is expected to:	(B) demonstrate dependability, punctuality, and initiative	(iii) demonstrate initiative	Employability Skills	Activity - The Big 3
(2) The student develops skills for success in the workplace. The student is expected to:	(C) research positive interpersonal skills, including respect for diversity	(i) research positive interpersonal skills, including respect for diversity	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(2) The student develops skills for success in the workplace. The student is expected to:	(C) research positive interpersonal skills, including respect for diversity	(i) research positive interpersonal skills, including respect for diversity	Managing Diversity	Activity - What Will You Do Teacher Instruction Sheet; Activity - First Impression; Activity - First Impression Teacher Instruction Sheet; Project - Learning About Your Culture
(2) The student develops skills for success in the workplace. The student is expected to:	(D) model appropriate business and personal etiquette in the workplace	(i) model appropriate business etiquette in the workplace	Workplace Etiquette	Activity - Etiquette Dos & Don'ts; Project - What Went Wrong?
(2) The student develops skills for success in the workplace. The student is expected to:	(D) model appropriate business and personal etiquette in the workplace	(ii) model appropriate personal etiquette in the workplace	Workplace Etiquette	Activity - Etiquette Dos & Don'ts; Project - What Went Wrong?
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Employability Skills	Activity - Work Habits: Good vs Bad; Activity - Work Habits: Good vs Bad Answer Key
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Skills for Real World Survival	
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(i) exhibit productive work habits	Graduate Tips & Advice: Importance of Work Ethic	
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(ii) exhibit ethical practices	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(ii) exhibit ethical practices	Ethics in Business	Activity - Ethical Dilemmas; Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet
(2) The student develops skills for success in the workplace. The student is expected to:	(E) exhibit productive work habits, ethical practices, and a positive attitude	(iii) exhibit a positive attitude	Employability Skills	Activity - Positive Power
(2) The student develops skills for success in the workplace. The student is expected to:	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks	(i) demonstrate the ability to work with other employees to support the organization	Teamwork & Collaboration	Project - Work-Related Problem Solving
(2) The student develops skills for success in the workplace. The student is expected to:	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks	(ii) demonstrate the ability to work with other employees to complete assigned tasks	Teamwork & Collaboration	Project - Work-Related Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(2) The student develops skills for success in the workplace. The student is expected to:	(G) identify how to prioritize work to fulfill responsibilities and meet deadlines	(i) identify how to prioritize work to fulfill responsibilities	Management of Energy, Money & Tasks	Project - Managing Tasks
(2) The student develops skills for success in the workplace. The student is expected to:	(G) identify how to prioritize work to fulfill responsibilities and meet deadlines	(ii) identify how to prioritize work to meet deadlines	Management of Energy, Money & Tasks	Project - Managing Tasks
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(i) evaluate the relationship of good physical health to job success	Employability Skills	Activity - The Physical Health Connection
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(ii) evaluate the relationship of good physical health to personal achievement	Employability Skills	Activity - The Physical Health Connection
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(iii) evaluate the relationship of good mental health to job success	Employability Skills	Activity - The Physical Health Connection
(2) The student develops skills for success in the workplace. The student is expected to:	(H) evaluate the relationship of good physical and mental health to job success and personal achievement	(iv) evaluate the relationship of good mental health to personal achievement	Employability Skills	Activity - The Physical Health Connection
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(i) demonstrate effective methods to secure employment	Formulas for Career Success: Job Search	Activity - Job Hunt; Project - How Did You Get Your Job
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(ii) demonstrate effective methods to maintain employment	Employability Skills	Activity - Maintaining Employment
(2) The student develops skills for success in the workplace. The student is expected to:	(I) demonstrate effective methods to secure, maintain, and terminate employment	(iii) demonstrate effective methods to terminate employment	Employability Skills	Activity - Maintaining Employment
(2) The student develops skills for success in the workplace. The student is expected to:	(J) develop soft skills in a working environment	(i) develop soft skills in a working environment	Skills for Real World Survival	
(2) The student develops skills for success in the workplace. The student is expected to:	(J) develop soft skills in a working environment	(i) develop soft skills in a working environment	Employability Skills	Project - Personal Skills
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(A) illustrate how personal integrity affects human relations on the job	(i) illustrate how personal integrity affects human relations on the job	Ethics in Business	Activity - What Does Integrity Mean to You?
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Teamwork & Collaboration	Activity - Team Roles; Project - Work-Related Problem Solving
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Conflict Management	Activity - What Caused the Conflict; Activity - Positive Language; Project - Green Power or Not

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism	(i) research characteristics of successful working relationships	Skills for Real World Survival	
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(i) discuss employer expectations	Employability Skills	Activity - Skills Flashcards
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(i) discuss employer expectations	Skills for Real World Survival	
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(ii) analyze employer expectations	Employability Skills	Activity - Skills Flashcards
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(C) discuss and analyze employer expectations	(ii) analyze employer expectations	Skills for Real World Survival	
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(D) demonstrate respect for the rights of others	(i) demonstrate respect for the rights of others	Multicultural Workplace	Activity - Memo Writing; Project - Documentary
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(E) develop listening skills	(i) develop listening skills	Listening 101	Activity - Draw What You Hear Teacher Instruction Sheet; Project - Newsletter
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(F) apply effective listening skills used in the workplace	(i) apply effective listening skills used in the workplace	Employability Skills	Activity - Knots; Project - Personal Skills

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(G) identify ethical standards	(i) identify ethical standards	Ethics in Business	Activity - Ethical Dilemmas; Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Unethical Case Study
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(H) comply with organizational policies and procedures	(i) comply with organizational policies	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:	(H) comply with organizational policies and procedures	(ii) comply with organizational procedures	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(4) The student applies academic skills to the workplace. The student is expected to:	(A) apply mathematical skills to business transactions	(i) apply mathematical skills to business transactions	Mathematics in the Workplace	Activity - Math Worksheet; Activity - Real Life Math; Activity - Real Life Math Answer Key; Project - Math in My Career
(4) The student applies academic skills to the workplace. The student is expected to:	(B) develop a personal budget based on a career choice	(i) develop a personal budget based on a career choice	Management of Energy, Money & Tasks	Activity - Budget
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(i) interpret data from tables to estimate solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(ii) interpret data from tables to find solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(iii) interpret data from charts to estimate solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(iv) interpret data from charts to find solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(v) interpret data from graphs to estimate solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems	(vi) interpret data from graphs to find solutions to problems	Mathematics in the Workplace	Project - Data Analysis; Project - Data Analysis Teacher Instruction Sheet
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(i) organize workplace business documents	Business Documents & Technology	Activity - Document Flow Chart; Project - Document Reference Chart

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(i) organize workplace business documents	Business Letters & Memos	
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(ii) write workplace business documents	Business Documents & Technology	
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(ii) write workplace business documents	Business Letters & Memos	Activity - Parts & Types of Memos; Activity - Parts & Types of Memos Answer Key; Activity - Parts of a Business Letter; Activity - Parts of a Business Letter Answer Key; Project - Memo; Project - Business Letter
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(iii) compile workplace business documents	Business Documents & Technology	
(4) The student applies academic skills to the workplace. The student is expected to:	(D) organize, write, and compile workplace business documents	(iii) compile workplace business documents	Business Letters & Memos	Activity - Parts & Types of Memos; Activity - Parts & Types of Memos Answer Key; Activity - Parts of a Business Letter; Activity - Parts of a Business Letter Answer Key; Project - Memo; Project - Business Letter
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(i) research published workplace policies	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(ii) research published workplace procedures	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(iii) compare published workplace policies	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(A) research and compare published workplace policies and procedures	(iv) compare published workplace procedures	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(B) demonstrate responsible and ethical behavior	(i) demonstrate responsible behavior	Employability Skills	Activity - What Does Responsible Look Like?
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(B) demonstrate responsible and ethical behavior	(ii) demonstrate ethical behavior	Ethics in Business	Activity - Ethics Role Play; Activity - Ethics Role Play Teacher Instruction Sheet; Project - Unethical Case Study
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(C) summarize provisions of the Fair Labor Standards Act	(i) summarize provisions of the Fair Labor Standards Act	Business Ethics	Activity - The Fair Labor Standards Act

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(D) describe the consequences of "breach of confidentiality"	(i) describe the consequences of "breach of confidentiality"	Confidentiality in the Workplace	Activity - Is this the Right Way?; Project - Confidentiality Policies
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(i) research laws related to different careers	Workplace Issues	
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(i) research laws related to different careers	Business Ethics	Project - Laws & Regulations; Project - Laws & Regulations Teacher Instruction Sheet
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(ii) describe laws related to different careers	Workplace Issues	
(5) The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:	(E) research and describe laws related to different careers	(ii) describe laws related to different careers	Business Ethics	Project - Laws & Regulations; Project - Laws & Regulations Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(i) identify effective interpersonal skills with coworkers	Employability Skills	Project - Personal Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(i) identify effective interpersonal skills with coworkers	Skills for Real World Survival	Project - Managing Conflict in a Professional Setting; Activity - Problem Solving
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ii) identify effective interpersonal skills with managers	Employability Skills	Project - Personal Skills; Activity - Maintaining Employment
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iii) identify effective interpersonal skills with customers	Employability Skills	Project - Personal Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iii) identify effective interpersonal skills with customers	Skills for Real World Survival	Activity - Dissatisfied Customer
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Teamwork & Collaboration	Activity - Team Roles

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Employability Skills	Activity - Knots
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(iv) identify effective team-building skills with coworkers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(v) identify effective team-building skills with managers	Teamwork & Collaboration	Project - Work-Related Problem Solving
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(v) identify effective team-building skills with managers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vi) identify effective team-building skills with customers	Teamwork & Collaboration	Project - Work-Related Problem Solving
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vi) identify effective team-building skills with customers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vii) practice effective interpersonal skills with coworkers	Employability Skills	Project - Personal Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(vii) practice effective interpersonal skills with coworkers	Skills for Real World Survival	Project - Managing Conflict in a Professional Setting
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(viii) practice effective interpersonal skills with managers	Employability Skills	Project - Personal Skills; Activity - Maintaining Employment
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ix) practice effective interpersonal skills with customers	Employability Skills	Project - Personal Skills
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(ix) practice effective interpersonal skills with customers	Skills for Real World Survival	Activity - Dissatisfied Customer



Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Teamwork & Collaboration	Activity - Team Roles
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Employability Skills	Activity - Knots
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practice effective team-building skills with coworkers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xi) practice effective team-building skills with managers	Teamwork & Collaboration	Project - Work-Related Problem Solving
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xi) practice effective team-building skills with managers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xii) practice effective team-building skills with customers	Teamwork & Collaboration	Project - Work-Related Problem Solving
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(xii) practice effective team-building skills with customers	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team Building Exercise: Fill the Glass Teacher Instruction Sheet
(6) The student applies the use of self-development techniques and interpersonal skills. The student is expected to:	(B) develop effective leadership skills through participation in activities such as career and technical student organizations	(i) develop effective leadership skills through participation in activities	Leadership Styles	Activity - Leadership & CTSOs
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) identify and apply safe working practices related to the workplace	(i) identify safe working practices related to the workplace	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(A) identify and apply safe working practices related to the workplace	(ii) apply safe working practices related to the workplace	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) demonstrate knowledge of personal and occupational safety practices in the workplace	(i) demonstrate knowledge of personal safety practices in the workplace	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(B) demonstrate knowledge of personal and occupational safety practices in the workplace	(ii) demonstrate knowledge of occupational safety practices in the workplace	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) offer solutions related to unsafe work practices and attitudes	(i) offer solutions related to unsafe work practices	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(C) offer solutions related to unsafe work practices and attitudes	(ii) offer solutions related to unsafe work attitudes	Workplace Issues	Activity - Comparing Workplace Policies and Procedures Teacher Instruction Sheet; Activity - Defining Workplace Policies & Procedures; Project - Creating an Employee Handbook
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(D) explain Occupational Safety and Health Administration regulations in the workplace	(i) explain Occupational Safety and Health Administration regulations in the workplace	Workplace Issues	Project - In Your Own Words OSHA in the Workplace
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(E) determine health and wellness practices that influence job performance	(i) determine health and wellness practices that influence job performance	Management of Energy, Money & Tasks	
(7) The student applies concepts and skills related to safety in the workplace. The student is expected to:	(E) determine health and wellness practices that influence job performance	(i) determine health and wellness practices that influence job performance	Workplace Issues	Project - Wellness Practices in the Workplace
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(A) analyze the future employment outlook in the occupational area	(i) analyze the future employment outlook in the occupational area	16 Exploring Careers Lessons	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(B) describe entrepreneurial opportunities in the occupational area	(i) describe entrepreneurial opportunities in the occupational area	16 Exploring Careers Lessons	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(B) describe entrepreneurial opportunities in the occupational area	(i) describe entrepreneurial opportunities in the occupational area	Societal Impacts on Careers	Project - The Labor Market; Project - The Labor Market TIS; Activity - Entrepreneurial Opportunities
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(i) compare rewards for various levels of employment in a variety of careers	16 Exploring Careers Lessons	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(i) compare rewards for various levels of employment in a variety of careers	Jobs, Careers & Education	Activity - Rewards & Demands
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(ii) compare demands for various levels of employment in a variety of careers	16 Exploring Careers Lessons	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(C) compare rewards and demands for various levels of employment in a variety of careers	(ii) compare demands for various levels of employment in a variety of careers	Jobs, Careers & Education	Activity - Rewards & Demands

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(D) evaluate strategies for career retention and advancement in response to the changing global workplace	(i) evaluate strategies for career retention in response to the changing global workplace	Global Industry	Project - Going Abroad
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(D) evaluate strategies for career retention and advancement in response to the changing global workplace	(ii) evaluate strategies for career advancement in response to the changing global workplace	Global Industry	Project - Going Abroad
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(i) summarize the rights of employers	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the Workplace
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(ii) summarize the rights of employees	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the Workplace
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iii) summarize the responsibilities of employers	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the Workplace
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(E) summarize the rights and responsibilities of employers and employees	(iv) summarize the responsibilities of employees	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the Workplace
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(i) determine effective money-management techniques	Management of Energy, Money & Tasks	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(i) determine effective money-management techniques	Personal Financial Planning	Project - Welcome to Life; Activity - Savings & Investment; Project - Money Management Tools
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(ii) determine effective financial-planning techniques	Management of Energy, Money & Tasks	
(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:	(F) determine effective money-management and financial-planning techniques	(ii) determine effective financial-planning techniques	Personal Financial Planning	Project - Welcome to Life; Activity - Savings & Investment; Project - Money Management Tools
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(i) evaluate employment options, including salaries	Formulas for Career Success: Career Testing & Investigation	Activity - Factors of Career Choices

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(ii) evaluate employment options, including benefits	Formulas for Career Success: Career Testing & Investigation	Activity -Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iii) compare employment options, including salaries	Formulas for Career Success: Career Testing & Investigation	Activity -Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(A) evaluate and compare employment options, including salaries and benefits	(iv) compare employment options, including benefits	Formulas for Career Success: Career Testing & Investigation	Activity -Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(i) determine how interests affect career choices	Formulas for Career Success: Career Testing & Investigation	Activity - What I Want in a Career; Activity - Preparing for Guidance; Activity - Virtual Job Shadowing; Project - Career Testing; Project - Career Investigation; Project - Personal Profile; Activity - Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(ii) determine how abilities affect career choices	Formulas for Career Success: Career Testing & Investigation	Activity - What I Want in a Career; Activity - Preparing for Guidance; Activity - Virtual Job Shadowing; Project - Career Testing; Project - Career Investigation; Project - Personal Profile; Activity - Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iii) determine how personal priorities affect career choices	Formulas for Career Success: Career Testing & Investigation	Activity - Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices	(iv) determine how family responsibilities affect career choices	Formulas for Career Success: Career Testing & Investigation	Activity - Factors of Career Choices
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(i) determine continuing education opportunities that enhance career advancement	Employability Skills	Activity - Continuing Education
(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:	(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning	(ii) determine continuing education opportunities that promote lifelong learning	Employability Skills	Activity - Continuing Education