

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
Module 1: C	Career Investigation		
1	Formulas for Career Success: Career Testing & Investigation	9.A.i; 9.A.ii; 9.A.ii; 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
Module 2: C	areer Exploration		
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				
Module 3: Career Preparation							
	Jobs, Careers & Education	8.C.i; 8.C.ii	10				
	Formulas for Career Success: Job Search	1.A.i; 2.l.i	2				
	Formulas for Career Success: Job Applications	1.E.i	2				
	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				
Module 4: E	mployability Skills						
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;	5				
	. , .	2.H.iv; 2.l.ii; 2.l.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					
31	Graduate Tips & Advice: Importance of Work Ethic	2.E.i	2				
	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;	4				
	·	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					
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				
	Managing Diversity	2.C.i	6				
	Conflict Management	3.B.i	6				
	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				
	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				
	Business Documents & Technology	4.D.i; 4.D.ii; 4.D.iii	6				
	Business Letters & Memos	4.D.i; 4.D.ii; 4.D.iii	4				
	Confidentiality in the Workplace	5.D.i	4				
Module 5: Li							
	Skills for Real World Survival	1.B.i; 2.Ci; 2.E.i; 2.J.i; 3.B.i; 3.C.i; 3.C.ii; 6.A.i; 6.A.ii; 6.A.iv; 6.A.v;	13				
		6.A.vi; 6.A.vii; 6.A.ix; 6.A.x; 6.A.xi; 6.A.xii	-				
45	Listening 101	3.E.i	3				
46	Leadership Styles	6.B.i	5				
	Dressing, Emily Post Style	2.A.i; 2.A.ii; 2.A.iii; 2.A.iv	2				
	Management of Energy, Money & Tasks	2.G.i; 2.G.ii; 4.B.i; 7.E.i; 8.F.i; 8.F.ii	6				
	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

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

Jobs, Careers & Education

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
personal attitudes and work habits	` '	levels of employment in a variety	Jobs, Careers & Education
personal attitudes and work habits	•	levels of employment in a variety	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:		()	Formulas for Career Success: Job Search
-	(I) demonstrate effective methods to secure, maintain, and terminate employment		Formulas for Career Success: Job Search

Formulas for Career Success: Job Applications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
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	`	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	`	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:	develop a resume	`'	Formulas for Career Success: Résumés

Formulas for Career Success: Cover Letters

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
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
professional employability skills to gain an entry-level position. The	(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	1 1	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
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		Formulas for Career Success: After the Interview
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	[Formulas for Career Success: After the Interview

Societal Impacts on Careers

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
personal attitudes and work habits		(i) describe entrepreneurial opportunities in the occupational area	Societal Impacts on Careers
expected to:			

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:		(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:		(ii) evaluate strategies for career advancement in response to the changing global workplace	Global Industry

Employability Skills

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

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

(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) practrice effective team- building skills with coworkers	Employability Skills

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

Graduate Tips & Advice: Importance of Work Ethic

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

Workplace Etiquette

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
•	` ' .	(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:	` ' .	(ii) model appropriate personal etiquette in the workplace	Workplace Etiquette

Workplace Issues

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

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(5) The student applies the ethical	(E) research and describe laws	(i) research laws related to	Workplace Issues
code of conduct and legal	related to different careers	different careers	
responsibilities within the			
workplace. The student is			
expected to:			
(5) The student applies the ethical	(E) research and describe laws	(ii) describe laws related to	Workplace Issues
code of conduct and legal	related to different careers	different careers	
responsibilities within the			
workplace. The student is			
expected to:			
(7) The student applies concepts	(A) identify and apply safe working	(i) identify safe working practices	Workplace Issues
and skills related to safety in the	practices related to the workplace	related to the workplace	
workplace. The student is		·	
expected to:			
(7) The student applies concepts	(A) identify and apply safe working	(ii) apply safe working practices	Workplace Issues
and skills related to safety in the	practices related to the workplace	related to the workplace	·
workplace. The student is		·	
expected to:			
(7) The student applies concepts	(B) demonstrate knowledge of	(i) demonstrate knowledge of	Workplace Issues
	personal and occupational safety	personal safety practices in the	
workplace. The student is	practices in the workplace	·	
expected to:	·	·	
(7) The student applies concepts	(B) demonstrate knowledge of	(ii) demonstrate knowledge of	Workplace Issues
	1, ,	occupational safety practices in	·
workplace. The student is	practices in the workplace	the workplace	
expected to:	·	·	
(7) The student applies concepts	(C) offer solutions related to	(i) offer solutions related to unsafe	Workplace Issues
	unsafe work practices and	• •	·
•	attitudes	·	
•			
•	(C) offer solutions related to	(ii) offer solutions related to	Workplace Issues
1, ,	[` '	unsafe work attitudes	
1	<u> </u>		
•			
<u> </u>	(D) explain Occupational Safety	(i) explain Occupational Safety	Workplace Issues
1, ,	1, , ,	` · · · · · · · · · · · · · · · · · ·	
	- egalations in the Workplace	- 19 manorio in ano Workplaco	
and skills related to safety in the workplace. The student is expected to: (7) The student applies concepts and skills related to safety in the workplace. The student is expected to: (7) The student applies concepts and skills related to safety in the workplace. The student is	(B) demonstrate knowledge of personal and occupational safety practices in the workplace (B) demonstrate knowledge of personal and occupational safety practices in the workplace (C) offer solutions related to unsafe work practices and	(i) demonstrate knowledge of personal safety practices in the workplace (ii) demonstrate knowledge of occupational safety practices in the workplace (i) offer solutions related to unsafe work practices (ii) offer solutions related to	Workplace Issues 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

Student Expectation	Breakout	Lesson
(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
(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
(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
(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
(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
(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
(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practrice effective team- building skills with coworkers	Teamwork & Collaboration
	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks (F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks (B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks (F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks (F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks (B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers

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

Multicultural Workplace

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
1 ' '	1	(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	(C) research positive interpersonal	(i) research positive interpersonal	Managing Diversity
success in the workplace. The	skills, including respect for	skills, including respect for	
student is expected to:	diversity	diversity	

Conflict Management

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
interactions with diverse populations, and communication	(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	(E) exhibit productive work habits, ethical practices, and a positive	(ii) exhibit ethical practices	Business Ethics
student is expected to:	attitude		
(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

Ethics in Dusiness			
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

Dusiness Documents & recini			
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

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
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
. ,	(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers	(x) practrice 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:	interpersonal and team-building	(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:	interpersonal and team-building	(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	skills through participation in	skills through participation in	Leadership Styles
interpersonal skills. The student is		activities	
expected to:	technical student organizations		

Dressing, Emily Post Style

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
•	(A) identify and model appropriate grooming and appearance for the workplace		Dressing, Emily Post Style
(2) The student develops skills for success in the workplace. The	•		Dressing, Emily Post Style
<u>-</u>	(A) identify and model appropriate grooming and 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	(iv) model appropriate appearance for the workplace	Dressing, Emily Post Style

Management of Energy, Money & Tasks

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

Personal Financial Planning

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
personal attitudes and work habits	(F) determine effective money- management and financial- planning techniques	(i) determine effective money- management techniques	Personal Financial Planning
personal attitudes and work habits	(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		
Subject	Chapter 127: Career Development	
Subchapter	Subchapter B. High School	
Course	§127.14. Career Preparation I (Two Credits), Adopted 2015	
Publisher	CEV Multimedia, Ltd.	
Program Title	iCEV Career Exploration Site	
Program ISBN	9781614592204	
TKES Coverage (%)	100.00%	

- (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	(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	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	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	Student Expectation	Breakout	Loccon	Activity Project Handout of
Statement	Student Expectation		Lesson	Activity, Project, Handout, etc.
(2) The student develops skills	(A) identify and model	(ii) identify appropriate	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
for success in the workplace. The		appearance for the workplace		
student is expected to:	appearance for the workplace			
	(A) identify and model	(iii) model appropriate grooming	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
for success in the workplace. The	appropriate grooming and	for the workplace		
student is expected to:	appearance for the workplace			
(2) The student develops skills	(A) identify and model	(iv) model appropriate	Dressing, Emily Post Style	Activity - Professional Appearance for Job Success
for success in the workplace. The	appropriate grooming and	appearance for the workplace		
student is expected to:	appearance for the workplace			
(2) The student develops skills	(B) demonstrate dependability,	(i) demonstrate dependability	Employability Skills	Activity - The Big 3
for success in the workplace. The	punctuality, and initiative			
student is expected to:				
(2) The student develops skills	(B) demonstrate dependability,	(ii) demonstrate punctuality	Employability Skills	Activity - The Big 3
for success in the workplace. The			, , ,	
student is expected to:				
(2) The student develops skills	(B) demonstrate dependability,	(iii) demonstrate initiative	Employability Skills	Activity - The Big 3
for success in the workplace. The		,		
student is expected to:	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
	(C) research positive	(i) research positive interpersonal	Skills for Real World Survival	Activity - Team Building Exercise: Fill the Glass; Activity - Team
for success in the workplace. The		skills, including respect for		Building Exercise: Fill the Glass Teacher Instruction Sheet
student is expected to:	respect for diversity	diversity		3
(2) The student develops skills	(C) research positive	(i) research positive interpersonal	Managing Diversity	Activity - What Will You Do Teacher Instruction Sheet; Activity - First
for success in the workplace. The		skills, including respect for		Impression; Activity - First Impression Teacher Instruction Sheet;
student is expected to:	respect for diversity	diversity		Project - Learning About Your Culture
(2) The student develops skills	(D) model appropriate business	(i) model appropriate business	Workplace Etiquette	Activity - Etiquette Dos & Don'ts; Project - What Went Wrong?
for success in the workplace. The	`	etiquette in the workplace		
student is expected to:	workplace			
(2) The student develops skills	(D) model appropriate business	(ii) model appropriate personal	Workplace Etiquette	Activity - Etiquette Dos & Don'ts; Project - What Went Wrong?
for success in the workplace. The		etiquette in the workplace	i principaliti	3
student is expected to:	workplace			
	(E) exhibit productive work	(i) exhibit productive work habits	Employability Skills	Activity - Work Habits: Good vs Bad; Activity - Work Habits: Good vs
for success in the workplace. The		(,		Bad Answer Key
student is expected to:	positive attitude			,
(2) The student develops skills	(E) exhibit productive work	(i) exhibit productive work habits	Skills for Real World Survival	
for success in the workplace. The				
student is expected to:	positive attitude			
(2) The student develops skills	(E) exhibit productive work	(i) exhibit productive work habits	Graduate Tips & Advice: Importance	
for success in the workplace. The		(,	of Work Ethic	
student is expected to:	positive attitude			
	(E) exhibit productive work	(ii) exhibit ethical practices	Business Ethics	Project - Ethics at Work Teacher Instruction Sheet
for success in the workplace. The				,
student is expected to:	positive attitude			
(2) The student develops skills	(E) exhibit productive work	(ii) exhibit ethical practices	Ethics in Business	Activity - Ethical Dilemmas; Activity - Ethics Role Play; Activity - Ethics
for success in the workplace. The		()		Role Play Teacher Instruction Sheet
student is expected to:	positive attitude			
	(E) exhibit productive work	(iii) exhibit a positive attitude	Employability Skills	Activity - Positive Power
for success in the workplace. The		, , , , , , , , , , , , , , , , , , , ,		
student is expected to:	positive attitude			
(2) The student develops skills	(F) demonstrate the ability to	(i) demonstrate the ability to work	Teamwork & Collaboration	Project - Work-Related Problem Solving
for success in the workplace. The		with other employees to support		-,
student is expected to:	support the organization and	the organization		
State in orpooled to.	complete assigned tasks	and organization		
(2) The student develops skills	(F) demonstrate the ability to	(ii) demonstrate the ability to	Teamwork & Collaboration	Project - Work-Related Problem Solving
for success in the workplace. The		work with other employees to		
student is expected to:	support the organization and	complete assigned tasks		
Stadont to expedica to.	complete assigned tasks	l l l l l l l l l l l l l l l l l l l		
	pompicio assignica tasks	1		

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:	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:	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		Formulas for Career Success: Job Search	Activity - Job Hunt; Project - How Did You Get Your Job
(2) The student develops skills	(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	employment	Employability Skills	Activity - Maintaining Employment
(2) The student develops skills for success in the workplace. The student is expected to:		environment		
(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

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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:		(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	Student Expectation	Prockey	Locar	Activity Decical Handaut at
Statement	Student Expectation	Breakout	Lesson	Activity, Project, Handout, etc.
(4) The student applies academic skills to the workplace. The student is expected to:	. , .	(i) organize workplace business documents	Business Letters & Memos	
(4) The student applies academic skills to the workplace. The student is expected to:	. , .	(ii) write workplace business documents	Business Documents & Technology	
(4) The student applies academic skills to the workplace. The student is expected to:	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:		(iii) compile workplace business documents	Business Documents & Technology	
(4) The student applies academic skills to the workplace. The student is expected to:	. , .	(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		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	(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	(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	(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:		(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:		(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:		(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:		(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:	interpersonal and team-building	(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:		(x) practrice 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:		(x) practrice 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:		(x) practrice 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:		(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:		(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:		(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:		(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:	skills through participation in	(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	(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:		(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:	personal and occupational safety	(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:	personal and occupational safety	(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	(D) evaluate strategies for career	(i) evaluate strategies for career	Global Industry	Project - Going Abroad
personal attitudes and work	retention and advancement in	retention in response to the		
habits that support career	response to the changing global	changing global workplace		
retention and advancement. The	workplace			
student is expected to:				
(8) The student evaluates	(D) evaluate strategies for career	(ii) evaluate strategies for career	Global Industry	Project - Going Abroad
personal attitudes and work	retention and advancement in	advancement in response to the		
habits that support career	response to the changing global	changing global workplace		
retention and advancement. The	workplace			
student is expected to:				
(8) The student evaluates	(E) summarize the rights and	(i) summarize the rights of	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the
personal attitudes and work	responsibilities of employers and	employers		Workplace
habits that support career	employees			
retention and advancement. The				
student is expected to:				
(8) The student evaluates	(E) summarize the rights and	(ii) summarize the rights of	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the
personal attitudes and work	responsibilities of employers and	employees		Workplace
habits that support career	employees			
retention and advancement. The				
student is expected to:	(E)	(***)	Maria de la compania del compania del compania de la compania del compania de la compania del compania de la compania del compania dela	Ot deather to the second Production of Production Control
(8) The student evaluates	(E) summarize the rights and	(iii) summarize the	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the
personal attitudes and work	responsibilities of employers and	responsibilities of employers		Workplace
habits that support career	employees			
retention and advancement. The				
student is expected to:	(F) as managing the gights and	(iv) aum marina tha	Markelana laguas	Ctudent Handaut Employer Dights and Decreasibilities in the
(8) The student evaluates personal attitudes and work	(E) summarize the rights and responsibilities of employers and	(iv) summarize the responsibilities of employees	Workplace Issues	Student Handout - Employer Rights and Responsibilities in the Workplace
habits that support career	employees	responsibilities of employees		Workplace
retention and advancement. The	employees			
student is expected to:				
(8) The student evaluates	(F) determine effective money-	(i) determine effective money-	Management of Energy, Money &	
personal attitudes and work	management and financial-	management techniques	Tasks	
habits that support career	planning techniques	linanagement techniques	I daka	
retention and advancement. The	planning teeriniques			
student is expected to:				
(8) The student evaluates	(F) determine effective money-	(i) determine effective money-	Personal Financial Planning	Project - Welcome to Life; Activity - Savings & Investment; Project -
personal attitudes and work	management and financial-	management techniques	l orderial i mandar i familing	Money Management Tools
habits that support career	planning techniques			inches management read
retention and advancement. The	planning teeriniques			
student is expected to:				
(8) The student evaluates	(F) determine effective money-	(ii) determine effective financial-	Management of Energy, Money &	
personal attitudes and work	management and financial-	planning techniques	Tasks	
habits that support career	planning techniques			
retention and advancement. The				
student is expected to:				
(8) The student evaluates	(F) determine effective money-	(ii) determine effective financial-	Personal Financial Planning	Project - Welcome to Life; Activity - Savings & Investment; Project -
personal attitudes and work		planning techniques		Money Management Tools
habits that support career	planning techniques			
retention and advancement. The				
student is expected to:				
(9) The student identifies skills	(A) evaluate and compare	(i) evaluate employment options,	Formulas for Career Success: Career	Activity - Factors of Career Choices
and attributes necessary for	employment options, including	including salaries	Testing & Investigation	
professional advancement. The	salaries and benefits	-		
student is expected to:				

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	
(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	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