



# Spokane Public Schools Career Choices and/or Career Focus

<b>Course: Career Choices and/or Career Focus</b>	<b>Total Framework Hours up to: 180</b>
<b>CIP Code: 320107</b> <input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b>
<b>Career Cluster: Business, Management and Administration</b>	<b>Cluster Pathway: Business Administration</b>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development and compile evidence to include in a portfolio, including reflective essays.

**Leadership Alignment:**

- The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.
- The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

#### *Standards and Competencies*

**Standard/Unit:** C-1 Self-Awareness

**Competencies**

**Total Learning Hours for Unit: 10-20**

- C-1.1 Develop positive attitudes toward self as a unique and worthy person.
- C-1.2 Identify values, attitudes and beliefs.
- C-1.3 Understand change is a part of growth.
- C-1.4 Understand the need for self-control and how to practice it.
- C-1.5 Demonstrate cooperative behavior in groups.
- C-1.6 Identify personal strengths and assets.
- C-1.7 Identify long- and short-term goals.
- C-1.8 Identify alternative ways of achieving goals.
- C-1.9 Develop an action plan to set and achieve realistic goals.
- C-1.10 Develop an awareness of personal abilities, skills, interests, and motivations.
- C-1.11 Pursue and develop competency in areas of interest.

#### *Aligned Washington State Standards*

<b>Art</b>	
<b>Communications</b>	
<b>Educational Technology</b>	

<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Apply strategies to comprehend words and ideas.</li> <li>• Synthesize information from a variety of sources.</li> <li>• Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</li> <li>• Apply understanding of complex information, including functional documents, to perform a task.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will utilize career resources to develop a career information report that includes international career opportunities

**Leadership Alignment:**

- The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.
- The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.

### ***Standards and Competencies***

**Standard/Unit: C-2 Career Research**

**Competencies**

**Total Learning Hours for Unit: 15-30**

- C-2.1 Develop skills to locate, evaluate and interpret career information.
- C-2.2 Learn about the variety of traditional and nontraditional occupations.
- C-2.3 Pursue and develop competency in areas of interest.
- C-2.4 Develop hobbies and vocational interests.
- C-2.5 Apply decision-making skills to career planning, course selection and career transition.
- C-2.6 Identify personal skills, interests and abilities and relate them to current career choice.
- C-2.7 Know the various ways in which occupations can be classified.
- C-2.8 Use research and information resources to obtain career information.
- C-2.9 Learn to use the Internet to access career-planning information.
- C-2.10 Describe traditional and nontraditional career choices and how they relate to career choice.
- C-2.11 Understand how changing economic and societal needs influence employment trends and future training.
- C-2.12 Explain how work can help to achieve personal success and satisfaction.
- C-2.13 Identify personal preferences and interests influencing career choice and success.
- C-2.14 Understand that the changing workplace requires lifelong learning and acquiring new skills.
- C-2.15 Describe the effect of work on lifestyle.
- C-2.16 Understand the importance of equity and access in career choice.
- C-2.17 Understand that work is an important and satisfying means of personal expression.
- C-2.18 Research and explain high demand sectors and opportunities within those sectors.
- C-2.19 Analyze occupational outlook data and determine impact on chosen careers.
- C-2.20 Research major employment sectors at the local, state, and national levels.

<b>Art</b>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of and creates a personal response to visual and auditory information.</li> <li>Applies skills to plan and organize effective oral communication and presentation.</li> <li>Applies skills and strategies for the delivery of effective oral communication and presentations.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Apply strategies to comprehend words and ideas.</li> <li>Synthesize information from a variety of sources.</li> <li>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</li> <li>Apply understanding of complex information, including functional documents, to perform a task</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Analyzes task and composes multiple drafts when appropriate.</li> <li>Revises text, including changing words, sentences, paragraphs, and ideas.</li> <li>Edits for conventions.</li> <li>Publishes in formats that are appropriate for specific audiences and purposes.</li> <li>Produces documents used in a career setting.</li> </ul>

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Relate the importance of workplace expectations to career development by creating a presentation about a career area that addresses:

- Health and Safety Issues.
- Employment Law.
- Rights and Responsibilities.
- Ethics.
- Workplace skills.

**Leadership Alignment:**

- The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- The student will demonstrate self-advocacy skills by achieving planned, individual goals.
- The student will demonstrate an understanding of complex inter-relationships (**systems**). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

### ***Standards and Competencies***

**Standard/Unit: C-3 Workplace Expectations**

**Competencies**

**Total Learning Hours for Unit: 25 - 50**

- C-3.1 Learn how to interact and work cooperatively in teams.
- C-3.2 Acquire employability skills such as working on a team, problem-solving and organizational skills.
- C-3.3 Identify personal skills, interests and abilities and relate them to current career choice.
- C-3.4 Understand Occupational Health and Safety.
- C-3.5 Use electronic sources to review Occupational Health and Safety information available to students.
- C-3.6 Understand Worker/Employer Rights & Responsibilities and workplace law.
- C-3.7 Identify resources for Worker/Employer Rights and Responsibilities and workplace law.
- C-3.8 Recognize Harassment in the workplace and use strategies to prevent and report harassment.
- C-3.9 Recognize Discrimination in the workplace and use strategies to prevent and report discrimination.
- C-3.10 Research work rules for minors.
- C-3.11 Identify ethics in the workplace.
- C-3.12 Explain how working with diverse backgrounds, nationalities, viewpoints, beliefs, etc. is essential to an organization's overall success.
- C-3.13 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- C-3.14 Demonstrate ability to acquire and evaluate data.
- C-3.15 Demonstrate ability to allocate time, money, and materials.
- C-3.16 Demonstrate knowledge about the changing workplace.

***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Evaluates effectiveness of and creates a personal response to visual and auditory information.</li> <li>• Applies skills to plan and organize effective oral communication and presentation.</li> <li>• Applies skills and strategies for the delivery of effective oral communication and presentations.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Apply strategies to comprehend words and ideas.</li> <li>• Synthesize information from a variety of sources.</li> <li>• Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</li> <li>• Apply understanding of complex information, including functional documents, to perform a task.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Analyzes task and composes multiple drafts when appropriate.</li> <li>• Revises text, including changing words, sentences, paragraphs, and ideas.</li> <li>• Edits for conventions.</li> <li>• Publishes in formats that are appropriate for specific audiences and purposes.</li> <li>• Produces documents used in a career setting.</li> </ul>

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

**Leadership Alignment**

- The student will analyze the roles and responsibilities of citizenship.
- The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.
- The Student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

**Standards and Competencies**

**Standard/Unit: C-4 Career Strategy**

**Competencies**

**Total Learning Hours for Unit: 20-40**

- C-4.1 Understand the relationship between learning and work.
- C-4.2 Understand that school success is the preparation to make the transition from student to community member.
- C-4.3 Understand how school success and academic achievement enhance future career and vocational opportunities.
- C-4.4 Explain how work can help to achieve personal success and satisfaction.
- C-4.5 Demonstrate awareness of the education and training needed to achieve career goals.
- C-4.6 Assess and modify educational plan to support career interests.
- C-4.7 Select course work that is related to career interests.
- C-4.8 Identify post-secondary training options related to career interests.
- C-4.9 Compare and contrast career interests and post-secondary training options.
- C-4.10 Create a career pathway in a chosen interest area including entry level, experienced, and high level positions.
- C-4.11 Maintain a career-planning portfolio.
- C-4.12 Identify major employers related to career goals.
- C-4.13 Identify international employers related to career goals.
- C-4.14 Use the Internet to access career-planning information.
- C-4.15 Demonstrate knowledge of the career-planning process.
- C-4.16 Set goals using a goal setting or planning process.
- C-4.17 Identify short and long term goals related to a career plan.
- C-4.18 Explain personal long term goals, short term goals, and intermediate steps to reach career goals.

**Aligned Washington State Standards**

<b>Art</b>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Evaluates effectiveness of and creates a personal response to visual and auditory information.</li> <li>• Applies skills to plan and organize effective oral communication and presentation.</li> <li>• Applies skills and strategies for the delivery of effective oral communication and presentations.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Apply strategies to comprehend words and ideas.</li> <li>• Synthesize information from a variety of sources.</li> <li>• Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering</li> </ul>

	<ul style="list-style-type: none"> <li>research questions.</li> <li>Apply understanding of complex information, including functional documents, to perform a task.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Analyzes task and composes multiple drafts when appropriate.</li> <li>Revises text, including changing words, sentences, paragraphs, and ideas.</li> <li>Edits for conventions.</li> <li>Publishes in formats that are appropriate for specific audiences and purposes.</li> <li>Produces documents used in a career setting.</li> </ul>

### **COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Develop strategies to make an effective transition from school to career, including completion of a portfolio, employment application, cover letter, and resume.

#### **Leadership Alignment**

- The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
- The student will understand the importance of and utilize the components and structure of community based organizations.
- The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including **computers and other technologies**. This means that the student understands that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

### **Standards and Competencies**

**Standard/Unit: C-5 School-to-Career Transition**

#### **Competencies**

**Total Learning Hours for Unit: 15-30**

- C-5.1 Pursue and develop competency in areas of interest.
- C-5.2 Develop hobbies and career interests.
- C-5.3 Identify steps of the job search process.
- C-5.4 Use resources to identify potential employers and employment positions.
- C-5.5 Review job postings and evaluate them for suitability.
- C-5.6 Demonstrate ability to correctly complete job applications.
- C-5.7 Use the writing process to draft, revise, and publish a cover letter tailored to a specific employment opportunity.
- C-5.8 Use the writing process to draft, revise, and publish a resume tailored to a specific employment opportunity.
- C-5.9 Understand the interviewing process.
- C-5.10 Demonstrate interviewing skills in mock interviews.
- C-5.11 Identify references and collect contact information for use on job and post-secondary applications.
- C-5.12 Outline requirements for post-secondary opportunities.
- C-5.13 Identify means to pay for post-secondary training.
- C-5.14 Utilize time- and task-management skills.
- C-5.15 Balance between work and leisure time.
- C-5.16 Adapt job applications, resumes, cover letters, and other supporting documents for electronic submission.

<i>Aligned Washington State Standards</i>	
<b>Art</b>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of and creates a personal response to visual and auditory information.</li> <li>Applies skills to plan and organize effective oral communication and presentation.</li> <li>Applies skills and strategies for the delivery of effective oral communication and presentations.</li> </ul>
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Apply strategies to comprehend words and ideas.</li> <li>Synthesize information from a variety of sources.</li> <li>Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</li> <li>Apply understanding of complex information, including functional documents, to perform a task.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Analyzes task and composes multiple drafts when appropriate.</li> <li>Revises text, including changing words, sentences, paragraphs, and ideas.</li> <li>Edits for conventions.</li> <li>Publishes in formats that are appropriate for specific audiences and purposes.</li> <li>Produces documents used in a career setting.</li> </ul>

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> Relate the importance of lifelong learning to career success and identify lifelong learning opportunities by creating a brochure for professionals in a career area that lists lifelong learning ideas.	
<b>Leadership Alignment</b>	
<ul style="list-style-type: none"> <li>The student will analyze the roles and responsibilities of citizenship.</li> <li>The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.</li> <li>The student will demonstrate the ability to acquire and use <b>information</b> in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.</li> </ul>	
<i>Standards and Competencies</i>	
<b>Standard/Unit: C-6 Lifelong Learning</b>	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 5-10</b>
<ul style="list-style-type: none"> <li>C-6.1 Create a lifelong learning plan based on interests, aptitudes, and abilities.</li> <li>C-6.2 Create a lifelong learning plan that is realistic, informed, and reasoned with continuous guidance and planning.</li> <li>C-6.3 Explain the mentoring process and identify possible mentors.</li> <li>C-6.4 Identify professional organizations related to career of interests to identify professional development opportunities.</li> <li>C-6.5 Research continuing education providers in career area of choice.</li> <li>C-6.6 Research certifications, skills, or training related to career pathway.</li> <li>C-6.7 Understand the concept of personal learning environments and identify sources and tools including online applications.</li> </ul>	

- C-6.8 Identify changing procedures, technology, or information in career area of choice.
- C-6.9 Explore local lifelong learning opportunities through community groups, the arts, and local government.
- C-6.10 Research books pertaining to current issues in a career area.

***Aligned Washington State Standards***

<b>Art</b>	
<b>Communications</b>	
<b>Educational Technology</b>	
<b>Health and Fitness</b>	
<b>Math</b>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Apply strategies to comprehend words and ideas.</li> <li>• Synthesize information from a variety of sources.</li> <li>• Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</li> <li>• Apply understanding of complex information, including functional documents, to perform a task.</li> </ul>
<b>Science</b>	
<b>Social Studies</b>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Analyzes task and composes multiple drafts when appropriate.</li> <li>• Revises text, including changing words, sentences, paragraphs, and ideas.</li> <li>• Edits for conventions.</li> <li>• Publishes in formats that are appropriate for specific audiences and purposes.</li> <li>• Produces documents used in a career setting.</li> </ul>



**21<sup>st</sup> Century Skills**

Check those that students will demonstrate in this course:

**LEARNING & INNOVATION**

**Creativity and Innovation**

- Think Creatively
- Work Creatively with Others
- Implement Innovations

**Critical Thinking and Problem Solving**

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

**Communication and Collaboration**

- Communicate Clearly
- Collaborate with Others

**INFORMATION, MEDIA & TECHNOLOGY SKILLS**

**Information Literacy**

- Access and Evaluate Information
- Use and Manage Information

**Media Literacy**

- Analyze Media
- Create Media Products

**Information, Communications and Technology (ICT Literacy)**

- Apply Technology Effectively

**LIFE & CAREER SKILLS**

**Flexibility and Adaptability**

- Adapt to Change
- Be Flexible

**Initiative and Self-Direction**

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

**Social and Cross-Cultural**

- Interact Effectively with Others
- Work Effectively in Diverse Teams

**Productivity and Accountability**

- Manage Projects
- Produce Results

**Leadership and Responsibility**

- Guide and Lead Others
- Be Responsible to Others