

# Career Strategies

**9071 36 weeks**

**9074 18 weeks**

## Table of Contents

|                                 |    |
|---------------------------------|----|
| Acknowledgments.....            | 1  |
| Course Description.....         | 2  |
| Task Essentials Table.....      | 2  |
| Curriculum Framework.....       | 4  |
| SOL Correlation by Task.....    | 24 |
| Collaborative Lesson Ideas..... | 25 |
| Appendix: Credentials.....      | 28 |

## Acknowledgments

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## Course Description

**Suggested Grade Level:** 9 or 10 or 11 or 12

Career Strategies consists of an in-depth study of career clusters through a variety of investigative activities. Students observe, analyze, and report on the demand for workers, worker qualifications, organizational structures, quality control measures, selected policies and regulations, ethical issues, and rewards of work. Students analyze career assessment results, compare various educational options, and develop or revise a plan related to their academic and career-related goals.

## Task Essentials Table

**Template material omitted:** General material used to introduce the task list has been omitted.

For the indicated course(s):

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional

- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (\*) are sensitive.

| 9071 | 9074 | Tasks/Competencies  |
|------|------|---|
| +    | +    | Explore each of the career clusters.  |
| +    | +    | Complete a career assessment.   |
| +    | +    | Enter the career assessment and related information into the Academic and Career Plan Portfolio (ACCP).   |
| +    | +    | Explore career pathways and occupations of interest.  |
| +    | +    | Explain career terms and concepts.  |
| +    | +    | Develop the skills to locate, evaluate, and interpret information.  |
| +    | ○    | Identify the common characteristics within a career cluster or pathway.                                   |
| +    | +    | Report information about a specific career choice.  |
| +    | +    | Compare career assessment results with an occupation in a career pathway of interest.                     |
| +    | +    | Explain that every job or career has value and integrity.   |
| +    | ○    | Identify changes and trends that affect the workplace.  |
| +    | ○    | Assess ways in which family, school, or community involvement affect success in a future career.          |
| +    | +    | Explain various educational terms and options related to reaching a desired career.                       |
| +    | +    | Compare and contrast the various educational options.   |
| +    | +    | Create and review an academic and career plan.  |
| +    | ○    | Develop strategies for improving academic and career-related skills.                                      |
| +    | +    | Report on working conditions, salary, and benefits associated with selected jobs.                         |
| +    | ○    | Report on requirements for entry-level jobs and opportunities for advancement at a selected organization. |
| +    | +    | Participate in a sample job application process.  |
| +    | +    | Maintain a portfolio for college or a career application.   |
| +    | ○    | Describe the regulations and rights of a worker.  |
| +    | +    | Describe the responsibilities for managing personal income.   |

|                                     |                                     |  |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Develop strategies to achieve career resilience. |
|-------------------------------------|-------------------------------------|--|

Legend:  Essential  Non-essential  Omitted

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# Curriculum Framework

## Focusing on You and Careers

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### Task Number 39

**Explore each of the career clusters.**

#### Definition

Exploration should include

- identifying each career cluster
- describing career opportunities in each cluster
- discussing career opportunities and related issues at the local, state, national, and international levels
- investigating guest speakers, tours, job shadowing.

#### Process/Skill Questions

- What are the 16 career clusters?
- What are the advantages of using career clusters to explore careers?
- How can career clusters help you prepare for employment?
- What classes can prepare students for each career cluster?

#### Suggested Learning Activities for Career Pathways

##### Career Exploration through Career Clusters

[Explore the concept of career clusters.](#)

##### Career Interview Guide

[Students research a career by using the interview process.](#)

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### Task Number 40

**Complete a career assessment.**

#### Definition

Completion of career assessment should include

- interests
- skills
- values
- personality traits
- strengths
- aptitudes

and should relate career assessment results to career exploration studies.

### **Process/Skill Questions**

- How do you define interests, skills, values, personality traits, strengths, and aptitudes?
- What are the benefits of a career assessment?
- What is an ability? How does it differ from an aptitude or skill?
- How may your values affect your career choice?
- Identify your strongest aptitude. How could it translate into career choice?
- What is the correlation between your abilities and your skills?
- What new abilities would you need to develop to enter your ideal career?
- In what ways will your assessment results help you choose a career?
- Based on your assessment, what are your top three career choices?
- If your career assessment presents you with careers that you don't think you would like, would you give them a closer look? Explain.
- How might your career interests change over time?
- What classes should you take based on your career assessment?

### **Suggested Learning Activities for Career Pathways**

#### **Do What You Enjoy**

[Explain the relationship between personal interests and career goals.](#)

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## **Task Number 41**

### **Enter the career assessment and related information into the Academic and Career Plan Portfolio (ACCP).**

#### **Definition**

Entering assessment information should include uploading, scanning, inserting, or saving the following into the ACCP:

- Interest inventory such as [CTE Career Cluster Interest Survey](#), [UCanGo2 Career Interest Survey](#), [O\\*Net](#), [Red Hot Jobs - The Career Game](#), and/or teacher made inventories
- Strengths inventories such as [O\\*Net](#), [What Career is Right For Me?](#), and teacher made inventories
- Career cluster results that match student's interests and strengths
- Career plan with academic goal that includes resources necessary for achievement

- Career plan with community goal that includes resources necessary for achievement.

## **Process/Skill Questions**

- How can an ACCP prepare you for life after high school?
- Has your career goal stayed the same since you were in elementary school?
- Should you review and revise your ACCP yearly? Explain.
- Why should you work with your teachers and school counselors on your ACCP?
- Can creating goals help you achieve success? Explain.

## **Task Number 42**

### **Explore career pathways and occupations of interest.**

#### **Definition**

Exploration should include

- work environment
- work characteristics
- personal traits, interests, and abilities
- career and educational goals
- geographical availability
- occupational outlook
- employer's expectations of soft skills
- salary and benefits for each career pathway and occupation of interest.

#### **Process/Skill Questions**

- What are career pathways?
- If you were an employer, why would you want an employee to have strong soft skills?
- How can taking the time to carefully analyze the information you gather about career pathways and occupations benefit you in the long run?
- Which career pathway or occupation interests you the most? Why?
- With whom have you discussed your career pathway? Why?
- Which traits and talents would contribute to success in the occupation(s) in which you are interested?
- When choosing a career, in what ways would your family's opinion, your personal assets, and income potential influence you? Why?
- What steps do you need to take for your chosen career pathway?
- What challenges may you need to overcome to be successful in this career pathway (e.g., financial support)?

### **Suggested Learning Activities for Career Pathways**

#### **Career Exploration through Career Clusters**

[Explore the concept of career clusters.](#)

#### **Do What You Enjoy**

[Explain the relationship between personal interests and career goals.](#)

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# Investigating Skills in Career Cluster(s) of Interest

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## Task Number 43

### Explain career terms and concepts.

#### Definition

Explanation should include

- the similarities and differences among the concepts of work, job, and career
- definitions of related terms, such as entry-level job, advanced-level job, credentials, career progression (career ladder)
- job description, education/training, tasks, earnings, projections/outlook—as related to a specific occupation
- the importance of work to individuals, families, and community/society
- recognition that people work at a job to make money
- identification of how career and work can meet personal needs
- identification of short-term and long-term goals that relate to working.

#### Process/Skill Questions

- In what ways can you specifically apply the understanding of career terms and concepts to your career plan?
- Do you believe that work helps define your identity (the way you see yourself and the way others see you)? Why, or why not?
- What do you think is the most important reward of work? Why? Which are more important to you: extrinsic or intrinsic rewards? Why?
- What does it mean to have a career?
- How does training and experience enhance a career path?

#### Career Education Competencies

#### Occupational Information

#### Suggested Learning Activities for Career Pathways

##### What's in a Job?

[Identify the importance of all work.](#)

## Task Number 44

### Develop the skills to locate, evaluate, and interpret information.

#### Definition

Development should include

- selecting a topic for investigation
- determining the extent of information needed
- citing sources of information related to the topic
- recognizing that anyone can publish on the Internet
- evaluating the validity and reliability of selected sources (e.g., free of bias, accurate sources, verifiable)
- organizing information
- interpreting the information for a specific audience or to prove or disprove a theory
- communicating information in differentiated format.

#### Process/Skill Questions

- Why is it important to investigate information?
- What questions can you ask to determine the validity and reliability of an information source? Why is it important to ask these questions?
- What criteria would guide your interpretation of sources?
- What criteria should you use to evaluate the information you find?
- What resources are available to help you interpret information fairly and accurately?
- How can you use the information investigated?

#### Related Standards of Learning

#### Suggested Learning Activities for Career Pathways

##### How You Say It, How You Do It

[Identify interpersonal skills important to job success.](#)

##### Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

##### Part-Time Employment

[Identify a variety of options for obtaining summer or after-school employment.](#)

##### Preparing a Résumé

[Practice preparing print and online résumés.](#)

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## Task Number 45

### Identify the common characteristics within a career cluster or pathway.



## Definition

Identification may include

- academic foundations
- communication skills
- problem-solving and critical-thinking methods
- information technology applications
- organizational systems
- safety, health, and environmental issues
- leadership, interpersonal, and teamwork applications
- determination and persistence – goal setting skills
- ethics and legal responsibilities
- impact on environment.

## Process/Skill Questions

- Faced with the great amount of information about careers, how do you pinpoint information of interest to you?
- What criteria can you use to evaluate career information?
- What are the advantages and disadvantages of studying the common characteristics of an entire career cluster or a career pathway?
- How do workers in your career cluster or pathway of interest use communication skills?
- How do businesses/organizations in this career cluster or pathway affect the safety, health, and environment of individuals, families, and society?
- How is technology used in your career cluster?
- How important is teamwork and getting along with others within your career cluster? Explain.

## Suggested Learning Activities for Career Pathways

### Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

### Career Exploration through Career Clusters

[Explore the concept of career clusters.](#)

### Career Interview Guide

[Students research a career by using the interview process.](#)

### Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

### Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

### Local Business Options

[Demonstrate how local businesses impact career decision-making.](#)

### Off the Beaten Path

[Investigate unusual careers.](#)

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## Task Number 46

# Report information about a specific career choice.

## Definition

Reporting may include

- major responsibilities
- working conditions
- education level or knowledge and skills needed to get a job and ways to acquire this training
- aptitudes and interests that help a worker succeed
- strategies for obtaining entry
- career progression, opportunities, and requirements for advancement
- examples of regional, national, and/or global job opportunities
- projection for job growth
- entry level and typical salaries.

## Process/Skill Questions

- What standard of living will this career choice afford you? Is this standard of living acceptable to you? Explain.
- What have you learned about yourself to make you believe that this career choice is suitable for you?
- How important are working conditions in your choice of a career?
- What experiences have you had that may prompt a particular career choice?
- How do you envision the rewards of this career choice to be?
- What type of entry-level positions exist within this career choice?
- Are there certain skills and experiences employers seek in this field?

## Suggested Learning Activities for Career Pathways

### Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

### Career Exploration through Career Clusters

[Explore the concept of career clusters.](#)

### Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

### Easing First-Time Job Jitters

[Explore possible solutions to concerns about finding a job for the first time.](#)

### Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

### Keeping the Job

[Demonstrate the skills and behaviors necessary to maintain a job.](#)

### Letter of Recommendation

[Compose a written request for a letter of recommendation.](#)

### Local Business Options

[Demonstrate how local businesses impact career decision-making.](#)

### Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

### Off the Beaten Path

[Investigate unusual careers.](#)

## **Part-Time Employment**

[Identify a variety of options for obtaining summer or after-school employment.](#)

## **The Male and Female Workplace**

[Identify the role of men and women in the workplace.](#)

## **Volunteer, Service, Community Programs**

[Research volunteer, service and community programs and how they may influence or benefit career paths.](#)

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# **Task Number 47**

## **Compare career assessment results with an occupation in a career pathway of interest.**

### **Definition**

Comparison should include

- discussion of student's personal assets as revealed by his/her career assessment
- list of the interest, skills, and values suggested for workers in the occupation.

### **Process/Skill Questions**

- Do you know yourself better after taking the career assessment? Were you surprised by the results?
- What did you discover about the value of knowing your strengths in relation to finding an occupation?
- Do you think researching the interests, skills, and values for specific jobs really makes a difference in identifying a good occupation for yourself? Explain.
- Because you are interested in a career, does that mean you have the natural skills to succeed in it?
- What path should you take to obtain the skills needed? Do you need a plan B?

## **Suggested Learning Activities for Career Pathways**

### **Career Exploration through Career Clusters**

[Explore the concept of career clusters.](#)

### **Do What You Enjoy**

[Explain the relationship between personal interests and career goals.](#)

### **Making Dreams Come True**

[Identify your dream job and options for pursuing it.](#)

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# **Examining Work and Society**

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## **Task Number 48**

# Explain that every job or career has value and integrity.

## Definition

Explanation should include discussion of the following:

- assumptions and generalizations often attached to jobs/careers, such as doctors, lawyers, engineers, brick masons, electricians, hairdressers, janitors
- the role of intrinsic/extrinsic values one places on a future job as it relates to job performance and happiness
- the role of education in how society perceives a career choice
- society's need for all kinds of products/services provided by worker with various skills, levels, and standards.

## Process/Skill Questions

- When you are paying someone for a service, what means the most to you about how those individuals do their job?
- When thinking of a future job, how important is it to you to have value and integrity?
- Do you think intrinsic/extrinsic values play a role in how you would view your future job/career?
- Do you show the same level of respect to a waitress, doctor, teacher, and custodian? Explain.
- What careers are necessary to support the infrastructure of a society?
- How important are the value and integrity you place on your job/career?
- If you are confident and humble in your own identity, as a human being and as a worker, can others make you feel inferior or superior? Explain.

## Related Standards of Learning

### Suggested Learning Activities for Career Pathways

#### My Perfect Occupation

[Design an ideal occupation.](#)

#### Off the Beaten Path

[Investigate unusual careers.](#)

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## Task Number 49

# Identify changes and trends that affect the workplace.

## Definition

Identification should include

- economic limitations and opportunities created by the economy and political climate at local, state, national, and international levels
- innovation

- technology
- outsourcing
- global/international competition
- supply and demand
- increasing educational requirements
- specialization
- trends that are shaping the world of work
- factors that affect the labor market
- emerging occupations.

## Process/Skill Questions

- How has the workplace changed over the past few decades in the sense of educational requirements, innovations, and globalization?
- What do you think are the most important trends influencing the workplace today? Explain.
- What trends do you think may be seen as a challenge for the career you want? Which trends could offer opportunities? Explain.
- How do you think change in the workplace would affect you and your ability to perform your job?
- What are some ways technology can be both good and bad for the workplace and economy? Explain.
- Do you think it is easier or more difficult to choose a satisfying career now than in the past? Explain.
- Are you satisfied with how you deal with change in your life? Explain. How might you modify your behaviors if you are not satisfied?
- What strategies might a worker employ to adapt to changes in his/her occupation?

## Suggested Learning Activities for Career Pathways

### The Male and Female Workplace

[Identify the role of men and women in the workplace.](#)

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## Task Number 50

**Assess ways in which family, school, or community involvement affect success in a future career.**

### Definition

Assessment may include

- values
- skills
- education
- behaviors (personal and professional)
- family activities
- school activities and clubs
- community and volunteer activities.

## Process/Skill Questions

- How can your core values contribute to your success in a future career?
- How could being an active member in your community create opportunities for your future career?
- How can school and/or community involvement help develop leadership skills?
- How might the natural "ups and downs" of family life contribute to your chances for success in a future career?
- In what ways can classes, school organizations, and teachers/counselors help create opportunities for success in your future career? Do you take advantage of such opportunities? Explain.
- What does community mean to you?
- What connections can you see between current school and/or community activity and a future career?

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# Examining Education's Role in Career Development

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## Task Number 51

**Explain various educational terms and options related to reaching a desired career.**

### Definition

Explanation should include

- high school diploma
- General Educational Development (GED)
- certificate or trade programs
- distance/online learning
- technical schools
- community college/two-year college
- four-year college/university
- associate degree
- bachelor's degree
- master's degree
- doctoral degree
- work-based learning experiences (internship, apprenticeship, cooperative education, job shadowing, mentorship, service learning, clinical experience)
- on-the-job training
- credential
- licensure
- military service
- scholarships
- industry certification.

## Process/Skill Questions

- In what type of jobs/careers would you need to learn a trade and possibly go to a technical school or certificate program?
- What are the differences between an associate, bachelor's, master's, and doctoral degree?
- What are examples of occupations that require local, state, and national licensure?
- Considering a career that interests you, what type of educational requirement will it require?
- What are some ways you can try to get a scholarship(s)?

## Suggested Learning Activities for Career Pathways

### Making Dreams Come True

[Identify your dream job and options for pursuing it.](#)

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## Task Number 52

### Compare and contrast the various educational options.

#### Definition

Comparison and contrast should include the costs and benefits of the following educational options:

- Dual enrollment, Advanced Placement (AP), International Baccalaureate (IB)
- College/university (two-year and four-year)
- Technical school
- Cooperative education
- Apprenticeship
- Long-term/short-term on-the-job training
- Military service
- On-campus living compared to living at home
- Study abroad
- Gap year

## Process/Skill Questions

- What resources are available to you in high school that can help you transition to the next educational step?
- How can you research the costs and benefits for each educational option?
- Why should students examine all possible educational options before making a decision?
- How can you research the costs and benefits for each educational option?
- What criteria will you use to evaluate costs and benefits of educational options?
- Would you do well with living away from home while pursuing your educational options? Why or why not?
- What barriers might prevent you from pursuing an educational option? Could you overcome these barriers? Why, or why not?

## Suggested Learning Activities for Career Pathways

## Course Selection and Your Future

[Identify the high school courses that are important in preparation for a particular occupation.](#)

## Do What You Enjoy

[Explain the relationship between personal interests and career goals.](#)

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# Task Number 53

## Create and review an academic and career plan.

### Definition

Revision may include

- use of [Academic and Career Plan](#) template provided by the school or county
- a collaborative effort involving, though not limited to, the student, parent/guardian, and school counselors
- a plan to align career assessment results with a program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests and consideration of
  - work experiences (paid and unpaid) related to the career field
  - school and community activities
  - course requirements for graduation
  - diploma options
- selection of different courses/change of postsecondary plan as needed.

### Process/Skill Questions

- What is an academic and career plan?
- How is a career plan related to your future work-related goals?
- What are the benefits of completing an academic and career plan?
- Has your academic and career plan changed over the years? Explain why or why not.
- What criteria will come into play as you select options for obtaining the education or training required for your selected career?
- What are the advantages of using work experiences such as volunteer positions, job-shadowing, internships, or other work-based learning experiences to explore careers?
- Will you examine plans for postsecondary education and training? Why, or why not?
- What resources are available to help you develop a career plan?
- Why should you collaborate with your school counselor as the final step in revising/creating your academic and career plan?

## Career Education Competencies

### Decision Making

### Suggested Learning Activities for Career Pathways

### Long-Range Goal Planning



## **Task Number 54**

### **Develop strategies for improving academic and career-related skills.**

#### **Definition**

Development may include

- identification of career-related academic skills
  - learning
  - thinking
  - communication (written and oral)
  - technology
  - interpersonal skills
- refinement of academic goals, both long-term and short-term
- assessment of progress and evaluation of learning experiences
- application of improved academic skills at school and in the workplace
- participation in the development of learning experiences (in the classroom or outside) in relation to career choice.

#### **Process/Skill Questions**

- What are some academic and career-related skills that you see as strengths of yours? How will these help you in a future career?
- What is a short-term and long-term goal you can set for yourself to help achieve academic success?
- Why are skills like thinking, problem-solving, and decision-making so important for future careers?
- Why is it important to be able to communicate with people of different cultures, languages, and abilities?
- How would you assess your communication, technology, and interpersonal skills? Do you think you need to improve in any of these areas? Why, or why not?
- What knowledge and skills do you use to set goals for learning or to monitor your progress toward these goals? Why are thinking, problem-solving, and decision-making skills in such demand for today's careers?
- What resources are available to help improve interpersonal abilities? What are some ways to learn or improve negotiation and conflict-resolution skills?
- Why is it important to keep up with advances in technology? Do you think it is possible to succeed in the workplace today without technology skills? Why, or why not?
- Why is so much emphasis being placed on mathematics and science education today?
- How might you participate in the development of your own learning experiences to help yourself today and in the future?

#### **Suggested Learning Activities for Career Pathways**

##### **Course Selection and Your Future**

[Identify the high school courses that are important in preparation for a particular occupation.](#)

### **Long-Range Goal Planning**

[Develop an understanding of why planning is necessary to achieve personal, social, educational, and career goals.](#)

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# **Reporting Workplace Observations and Research**

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## **Task Number 55**

### **Report on working conditions, salary, and benefits associated with selected jobs.**

#### **Definition**

Report may include

- working conditions
- environment
- physical demands
- skill requirements
- social considerations
- economic benefits
- and any other special work considerations specific to a selected job.

#### **Process/Skill Questions**

- What is meant by working conditions?
- How important are working conditions when considering a job offer? For example, if you were a single parent, would you consider a well-paying, exciting job that required extensive overnight travel? If you preferred to work outdoors, would you consider a job that required you to sit at a desk all day? Explain.
- What resources will you use to gather and report information about working conditions?
- When would you discuss working conditions during an interview?
- Would you negotiate the working conditions? Explain.

#### **Suggested Learning Activities for Career Pathways**

##### **Career Day**

[Explore a variety of traditional and nontraditional occupations.](#)

##### **Career Exploration through Career Clusters**

[Explore the concept of career clusters.](#)

##### **Career Interview Guide**

[Students research a career by using the interview process.](#)

### **Job Shadowing Interview**

[Research an occupation through a job shadowing experience.](#)

### **My Perfect Occupation**

[Design an ideal occupation.](#)

### **The Male and Female Workplace**

[Identify the role of men and women in the workplace.](#)

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## **Task Number 56**

### **Report on requirements for entry-level jobs and opportunities for advancement at a selected organization.**

#### **Definition**

Report should include, but not be limited to,

- educational requirements
- hiring criteria
- application process
- drug tests
- background checks
- government clearances
- tax forms.

#### **Process/Skill Questions**

- What is an entry-level job?
- In your selected organization, are there opportunities for advancement, and if so, what are they?
- What are the repercussions of getting into legal trouble at a younger age, and how can it affect your ability to gain employment?
- What is a job orientation? What should you take to a job orientation?
- What information is needed to fill out new employee forms?
- What skills are required to obtain an entry-level position at a selected organization?
- How do you select an organization for an entry-level job?
- What are your expectations for an entry-level job?

#### **Suggested Learning Activities for Career Pathways**

##### **How You Say It, How You Do It**

[Identify interpersonal skills important to job success.](#)

##### **Keeping the Job**

[Demonstrate the skills and behaviors necessary to maintain a job.](#)

##### **Local Business Options**

[Demonstrate how local businesses impact career decision-making.](#)

##### **The Job Interview**

[Demonstrate effective interviewing skills.](#)

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## Task Number 57

### Participate in a sample job application process.

#### Definition

Participation should include

- finding a job opening using the Internet or other sources
- filling out an application
- creating a cover letter and résumé
- obtaining references
- participating in mock interviews
  - dressing professionally
  - using correct grammar
  - maintaining natural eye contact
  - using a firm handshake
- writing a thank-you letter.

#### Process/Skill Questions

- What information is generally required on an application?
- How should you prepare to apply for a job in person?
- What should a résumé and cover letter look like?
- How can you get a job interview?
- What is the proper attire to wear to an interview?
- What is the proper grammar, eye contact, tone, and handshake to use in an interview?
- What is a thank-you letter, and what should be included in a thank-you letter?
- When should you send a thank-you letter?
- How can you stay organized during the job-search process?
- What materials are necessary to take to the interview?
- What is a preemployment test? How can you prepare for it?
- What does it mean to be given a second interview?
- What is a background check? How do employers acquire this information?
- Why is it important to evaluate an interview after it has taken place?
- What questions will you ask yourself when evaluating a job offer?

#### Suggested Learning Activities for Career Pathways

##### Letter of Recommendation

[Compose a written request for a letter of recommendation.](#)

##### The Job Application

[Prepare job applications.](#)

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## Task Number 58

# Maintain a portfolio for college or a career application.

## Definition

Portfolio may include

- a collection of exemplary classroom work, certificates, and awards
- records of participation in school- or community-related activities
- letters of recommendation
- student competency records, and results of career exploration activities
- industry credential certificates
- résumé
- a collection of documents for use with online job sites
- a collection of documents for applying to colleges.

## Process/Skill Questions

- What is the relationship between school performance and job success? Do you think that employers/colleges pay attention to school records other than grades? Why, or why not?
- What criteria do employers use to evaluate employment documents? How do employers use an applicant's employment documents to predict his/her success?
- What is the best kind of résumé for a student to use? Why? What problems might a student have in developing a résumé?
- What are the similarities and differences between electronic and paper résumés, and when should a job applicant use one or the other?
- What is the relationship between industry credentials and job requirements?
- Whom should you ask to provide letters of recommendation?

## Suggested Learning Activities for Career Pathways

### Letter of Recommendation

[Compose a written request for a letter of recommendation.](#)

### The Job Application

[Prepare job applications.](#)

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# Joining the Workforce

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## Task Number 59

### Describe the regulations and rights of a worker.

#### Definition

Description should include

- rights under [United States Anti-Discrimination Laws](#)
- rights and accommodations under the [Americans with Disabilities Act \(ADA\)](#)
- rights under [Work Permits/Age Certificates](#)
- rights under [Youth & Labor Laws](#)
- rights under [Occupational Safety and Health Administration \(OSHA\)](#)
- benefits of worker's compensation insurance
- right to an orientation and to fair review and evaluation of performance
- guidelines for applying information about rights.

## Process/Skill Questions

- Where can you find information regarding child, youth, and teen labor laws?
- What regulations are specific to teen workers?
- What resources are available to workers whose rights have been violated?
- How do child, youth, and teen labor laws compare between two neighboring states?
- Are child, youth, and teen, labor laws consistent between all areas of industry? Explain.
- Why is workplace safety important?
- What are the typical safety requirements in your chosen career field?

## Suggested Learning Activities for Career Pathways

### Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

### Career Interview Guide

[Students research a career by using the interview process.](#)

### How You Say It, How You Do It

[Identify interpersonal skills important to job success.](#)

### Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

### What's in a Job?

[Identify the importance of all work.](#)

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## Task Number 60

### Describe the responsibilities for managing personal income.

#### Definition

Description should include

- interpretation of the parts of a paycheck or earnings statement
- procedures related to a checking account, savings account, debit card, consumer credit, and investments
- development of a personal budget using your desired entry-level income.

## Process/Skill Questions

- What does money management mean to you?
- Do you think of yourself more as a spender or a saver? Explain.
- What has influenced you regarding your money management habits?
- Would you like to improve your money management? Explain.
- What resources are available to help you manage your money?
- How can you protect yourself against identity theft?
- Why is it important to establish a budget and then live within that budget?
- Why is savings important even when a person is living on limited income?
- How can you establish credit?
- What are the advantages of having a checking account?

## Suggested Learning Activities for Career Pathways

### Buying a Car

[Develop a plan for making a major purchase.](#)

### Career Day

[Explore a variety of traditional and nontraditional occupations.](#)

### Career Interview Guide

[Students research a career by using the interview process.](#)

### Job Shadowing Interview

[Research an occupation through a job shadowing experience.](#)

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## Task Number 61

### Develop strategies to achieve career resilience.

#### Definition

Development should consist of

- defining your career goal, career pathway, or specific occupation
- sharpening attitudes and skills associated with career resilience in a high-performance workplace
- attaining skills related to obtaining, maintaining, and changing jobs
- incorporating strategies for life-long learning, revision of career plan as needed, and keeping abreast of trends
- applying strategies for taking responsibility for your own career development
- finding ways to balance work and personal life
- networking
- using social networking in a proper manner.

## Process/Skill Questions

- What is career resilience? Why is it especially important for today's worker?
- As you change and grow as a person and worker, do you think it is important to seek career opportunities that match growth? Explain.

- What is social networking?
- What are the advantages and disadvantages of social networking?
- Can a place of employment look at your social networking page and make a decision about your character? Explain.
- When does your education or training end?
- What are ways you can use social media as a self-advocacy tool?
- How do you represent yourself on a daily basis?

## Suggested Learning Activities for Career Pathways

### Preparing a Résumé

[Practice preparing print and online résumés.](#)

### Volunteer, Service, Community Programs

[Research volunteer, service and community programs and how they may influence or benefit career paths.](#)

### What's in a Job?

[Identify the importance of all work.](#)

# SOL Correlation by Task

|    |   |  |
|----|---|--|
| 39 | Explore each of the career clusters.  | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  |
| 40 | Complete a career assessment.   | English: 9.5, 10.5, 11.5, 12.5<br>Mathematics: A.9, PS.1*  |
| 41 | Enter the career assessment and related information into the Academic and Career Plan Portfolio (ACCP). | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8<br>Mathematics: A.4, A.5, A.9, COM.1, COM.10 |
| 42 | Explore career pathways and occupations of interest.  | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  |
| 43 | Explain career terms and concepts.  | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5  |
| 44 | Develop the skills to locate, evaluate, and interpret information.                                      | English: 9.2, 9.5, 10.2, 10.5, 11.2, 11.5, 12.2, 12.5  |
| 45 | Identify the common characteristics within a career cluster or pathway.                                 | English: 9.5, 10.5, 11.5, 12.5<br>History and Social Science: VUS.14                               |
| 46 | Report information about a specific career choice.  | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6<br>Mathematics: A.4, A.5, A.9                |
| 47 | Compare career assessment results with an occupation in a career pathway of interest.                   | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6<br>Mathematics: A.5, PS.1*                   |
| 48 | Explain that every job or career has value and integrity.   | English: 9.5, 10.5, 11.5, 12.5   |



|    |   |   |
|----|---|---|
| 49 | Identify changes and trends that affect the workplace.  | History and Social Science: VUS.8, VUS.14<br>Mathematics: A.9, PS.1*  |
| 50 | Assess ways in which family, school, or community involvement affect success in a future career.          | History and Social Science: GOVT.1, GOVT.16   |
| 51 | Explain various educational terms and options related to reaching a desired career.                       | English: 9.5, 10.5, 11.5, 12.5  |
| 52 | Compare and contrast the various educational options.   | English: 9.5, 10.5, 11.5, 12.5<br>Mathematics: A.4, A.9, PS.1*, PS.2*, PS.3*, PS.4*   |
| 53 | Create and review an academic and career plan.  | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8   |
| 54 | Develop strategies for improving academic and career-related skills.                                      | English: 9.5, 10.5, 11.5, 12.5  |
| 55 | Report on working conditions, salary, and benefits associated with selected jobs.                         | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6<br>History and Social Science: VUS.8<br>Mathematics: A.4, A.5, A.9                  |
| 56 | Report on requirements for entry-level jobs and opportunities for advancement at a selected organization. | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6   |
| 57 | Participate in a sample job application process.  | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7<br>History and Social Science: VUS.14                        |
| 58 | Maintain a portfolio for college or a career application.   | English: 9.5, 9.6, 9.7, 9.8, 10.5, 10.6, 10.7, 10.8, 11.5, 11.6, 11.7, 11.8, 12.5, 12.6, 12.7, 12.8<br>History and Social Science: VUS.14 |
| 59 | Describe the regulations and rights of a worker.  | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8<br>History and Social Science: GOVT.1, GOVT.11, VUS.8                               |
| 60 | Describe the responsibilities for managing personal income.   | History and Social Science: GOVT.16<br>Mathematics: A.4, A.5  |
| 61 | Develop strategies to achieve career resilience.  | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5<br>History and Social Science: VUS.14   |

## Collaborative Lesson Ideas

This lesson, submitted by Virginia teachers, offer possibilities for interdisciplinary links between Career Pathways and a variety of other courses, as well as suggestions for how teachers can reinforce selected Standards of Learning while teaching career skills.

## **How Do They Do Business There?**

### **Subjects**

Business, Foreign Language, World Geography

### **Objectives**

- Explore the business customs, body language, and mannerisms of other cultures
- Identify the business laws and work ethics of another country
- Develop an awareness of cultural diversity and business etiquette as it relates to conducting business in a foreign country
- Practice interviewing skills.

### **Real-world application**

Today's business professionals must be able to communicate and conduct business with a global population. It is important to their success that they be knowledgeable and aware of business customs, communication, and etiquette of other countries.

### **Materials needed**

Computers with Internet access

Poster board

Paper, pen, and pencils

### **Activities**

- Choose a foreign country to investigate
- Research the accepted business practices, manners, customs, and body language prevalent in the country
- Interview by Internet or by telephone an American member of the business community in the country to ask about his/her experiences in business
- Make a poster with a map of the country as the focal point, and illustrate the types of businesses conducted
- Present findings to the class, using the poster as the chief visual aid.
- After all presentations, decide as a class on the fundamentals that any businessperson should know about any foreign country before conducting business there.

### **Extended Activities**

- Conduct a study of local businesses to determine the extent of their business in foreign countries or with minority populations in the United States.
- Study how this perspective is reflected in company policy and guidelines.

- In collaboration with local businesses, develop a brochure for new employees that instructs them in the cultural diversity present in their business. This brochure could become a fundamental part of a new employee's training.

### **Evaluation of student performance**

Individual papers, brochures, and presentations should be evaluated on the basis of the teacher's criteria.

### **Related Academic Standards of Learning**

English 9.2, 9.4, 10.1, 11.1

History and Social Science WHII.15, WG.4, WG.9, WG.12

This lesson submitted by

Robert Craig Griffith, Spanish teacher  
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## **Roadmap for the Future**

The student engages in research that aligns with his/her academic and career plan. Using this information, the student prepares a multimedia presentation outlining the next 10 years of his/her life. The slides should address the following topics:

- High school graduation plans
- Postsecondary training/education plans
- Plans to meet financial needs/obligations during any continued education
- Expectations for entry-level positions in their chosen field
- 10-year goals

This activity makes a career plan visual and helps students take ownership of their futures. Presenting to the class enhances the students' communication skills and solidifies goals, perhaps simultaneously helping the students prepare for future interviews. The visual representation in a multimedia presentation allows students to see what an academic and career plan is and why it is so important.

## **Manufacturing and Changes in the Workplace**

Discussion Topics

- The good and bad of technology (e.g., facilitates communication, research, and medical advancements vs. eliminates jobs and creates a sedentary lifestyle)
- The impact of new innovations and technologies in the workplace and in homes
- The evolution of manufacturing techniques
  - Using YouTube and “How It’s Made” clips, preview manufacturing methods to showcase the evolution from man-made to factory generated products.
  - Highlight the differences between the two processes and the changes that have occurred in the last 30 years.

## Appendix: Credentials

### Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination