

Education for Employment - Exploratory

9076 36 weeks (Preparation)

9075 18 weeks (Preparation)

9022 12 weeks (Preparation)

9021 9 weeks (Preparation)

9020 6 weeks (Preparation)

9083 36 weeks (Development)

9082 18 weeks (Development)

9032 12 weeks (Development)

9031 9 weeks (Development)

9030 6 weeks (Development)

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Collaborative Lesson Ideas 40

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Course Description

Suggested Grade Level: 8 or 6 or 7

This course introduces students to the concept of work and the process of making informed career and continuing education choices. These choices are required to successfully transition to the workplace. Students are taught ethical behaviors and career-research, job-acquisition, workplace-communication, self-awareness, self-advocacy, customer-service, and life skills. This course offers practical learning opportunities for students preparing to enter the workforce through an integrated employment education curriculum.

Note for all Preparation courses (9076, 9075, 9022, 9021, 9020): *The class size shall be limited to an average of 15 students per instructor per class period with no class being more than 18.*

Note for all Development courses (9083, 9082, 9032, 9031, 9030): *The class size shall be limited to an average of 10 students per instructor per class period with no class being more than 12 or up to an average of 12 students per class period with no class being more than 15 where an instructional aide is provided.*

Task Essentials Table

- 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.

	9075	9076	9082	9083	9020	9030	9021	9031	9022	9032	Tasks/Competencies
	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	Identify individual personality traits, strengths, weaknesses, and learning style.
	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	List individual interests, aptitudes, and abilities.
	○	⊕	○	⊕	○	○	○	○	○	○	Identify the importance of social and emotional skills in the workplace.
	⊕	⊕	⊕	⊕	○	○	○	○	⊕	⊕	Identify individual career skills that are based on personal hobbies and interests.
	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	Identify current characteristics and skills that every employee should have.
	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	Identify a personal goal and a professional goal.
	⊕	⊕	⊕	⊕	○	○	○	○	○	○	Identify reasons for self-advocacy.
	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	⊕	Define the terms <i>work</i> , <i>job</i> , <i>occupation</i> , <i>career</i> , and <i>profession</i> .
	⊕	⊕	⊕	⊕	○	○	○	○	⊕	⊕	Determine the most critical knowledge, skills, and abilities needed in today's workplace.
	⊕	⊕	⊕	⊕	○	○	⊕	⊕	⊕	⊕	Complete a career assessment.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Identify the purpose of the Career Clusters, pathways, and occupations.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Identify an occupation for further investigation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the nature of work for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the working conditions for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the employment outlook and projections for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the training and qualifications required for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the potential earnings for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the education and training opportunities for a selected occupation.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List related occupations within and outside a chosen Career Cluster.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Review an Academic and Career Plan portfolio.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Create or review an Academic and Career Plan.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify valid job search websites and online tools.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Identify levels of professional attire, appearance, and hygiene expectations.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe expectations for a job interview and follow-up communications.

<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify the components of an online digital and a hard-copy job application form.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		Identify the procedure for obtaining professional references.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		Identify personal contacts who might be used as references.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		Identify the benefits of networking for personal support and success.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Describe ethical issues common to the workplace.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		Describe workplace harassment and bullying.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>		Describe appropriate boundaries for using digital and social media.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Identify reasons for maintaining ethical behavior.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Define <i>honesty</i> and <i>integrity</i> .
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify behavior expectations at home, school, and work.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Identify customer-service skills.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Identify customer-service behaviors and attitudes.
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		Identify problem-solving behaviors and attitudes.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Demonstrate how to follow directions.
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Demonstrate active listening skills.

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respond to constructive feedback.
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify examples of public speaking opportunities in the workplace.
	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify the importance of professional communication etiquette.
	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify equipment and technology specific to potential work environment, including workplace accommodations.
	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Demonstrate digital communication devices used in professional settings.
	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Identify communication media used in the workplace.
	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Identify skills essential to living independently.
	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Describe the steps in the decision-making process.

Legend: Essential Non-essential Omitted

Curriculum Framework

Acquiring Self-Awareness and Self-Advocacy Skills

Task Number 31

Identify individual personality traits, strengths, weaknesses, and learning style.

Definition

Identification of personality traits might include the “big five” factors:

- Openness or intellect (inventive / curious vs. consistent / cautious)
- Conscientiousness (efficient / organized vs. easygoing / careless)
- Extraversion (outgoing / energetic vs. shy / reserved)
- Agreeableness (friendly / compassionate vs. competitive / outspoken)
- Neuroticism or emotional stability (sensitive / nervous vs. secure / confident)

Identification of strengths and weaknesses should include workplace readiness skills that the individual has mastered or has difficulty mastering.

Identification of learning style should include determining the method and materials that best allow an individual to process information and, thereby, receive an education. Key styles may include visual, auditory, or tactile/kinesthetic learning.

Process/Skill Questions

- What is self-advocacy?
- Why is self-advocacy important?
- What resources are available concerning personality traits, cultural diversity, and temperament?
- What is the importance of identifying individual assets? What are the benefits?
- What role do values play in the workplace?
- Why is it important to consider your traits, strengths, and weaknesses when exploring a career field?
- Why should you evaluate your personal assets as the first step in career exploration?
- Why is it important to know your preferred learning style?
- How does the way you feel about yourself affect how others see you?
- What is the difference between your personality and your self-concept?
- In what ways can your personality be important to your career?

- a. to monitor comprehension throughout the reading process.
-

Task Number 32

List individual interests, aptitudes, and abilities.

Definition

List should include individual inventories that identify interests, aptitudes, abilities, and goals.

Process/Skill Questions

- Why is it important to identify individual interests, aptitudes, and goals?
- What resources are available to identify individual interests, aptitudes, and goals?
- Why is it important to have both long-term and short-term goals?

- Why should you consider your interests when searching for a career?
 - What are some ways that people can discover their aptitudes?
 - What is the difference between an ability and an aptitude?
 - How can aptitudes lead to job success?
 - How is an ability different from an aptitude or skill?
 - What is the correlation between an ability and a skill?
 - How could you utilize the compiled inventory of individual interests, aptitudes, and goals?
 - What skills are required to read/report aptitude data?
-

Task Number 33

Identify the importance of social and emotional skills in the workplace.

Definition

Identification should include the importance of

- social skills—to aid in communication, community, cooperation, and coping
- emotional skills—to aid in handling pressure, adaptability, flexibility, anger management, and stress management.

Process/Skill Questions

- What emotional skills are appropriate/inappropriate in the workplace?
- What is *employee confidentiality*?
- What social skills are needed for success in the workplace?
- What social and emotional behaviors would not be appropriate in the workplace?
- How does the way you see yourself affect how others may perceive you?
- How can your values affect your behavior?

Task Number 34

Identify individual career skills that are based on personal hobbies and interests.

Definition

Identification should include activities that individuals enjoy during recreational time that may also be linked to workplace readiness or occupational skills.

Process/Skill Questions

- How do employers equate work ethic with potential job performance?
- What workplace readiness skills can be learned from any team sport experience?
- What experience can volunteering provide young learners?
- How can an interest or hobby turn into a career?

Task Number 35

Identify current characteristics and skills that every employee should have.

Definition

Identification should include the workplace readiness skills and additional occupational skills.

Process/Skill Questions

- Why is good personal hygiene a factor in maintaining employability?
 - What are the differences between thinking skills and people skills?
 - Why does an employer want their employees to have people skills?
 - Why are self-esteem, self-management, and responsibility important qualities for every employee?
 - What are examples of basic skills?
 - Why is certification important to an employer?
-

Task Number 36

Identify a personal goal and a professional goal.

Definition

Identification should include

- a personal goal (e.g., to acquire an object, standard of living, social status, to experience an event or destination)
- a career goal (e.g., job title, responsibility, income, expertise).

Process/Skill Questions

- What is an example of a desirable professional goal?
- What is an example of a desirable personal goal?
- How might a personal goal assist one in achieving a professional goal?
- How are goals related to succeeding in your career?
- What are some barriers to accomplishing goals, and how can you overcome them?
- What are the characteristics of effective goals?

Task Number 37

Identify reasons for self-advocacy.

Definition

Identification should include

- improving self-concept
- improving self-esteem
- giving and receiving fair treatment
- knowing the proper steps to follow in taking action.

Process/Skill Questions

- Why is it important to advocate for oneself?
 - What are the effects of having low self-esteem?
 - What are the benefits of being an advocate for others?
 - What is the importance of knowing external support services?
 - What are ways you represent yourself on a daily basis?
 - What ways can you use social media as a self-advocacy tool?
 - What are ways you are alike and different from others, such as age, gender, religion, culture, sexual orientation, and socioeconomic status?
 - How could using “texting language” (*r, u, ur*, not capitalizing, etc.) in a professional manner be detrimental?
 - Why is it important to follow protocol in the work place?
-
-

Exploring the Concept of Work

Task Number 38

Define the terms *work*, *job*, *occupation*, *career*, and *profession*.

Definition

Definitions should include

- *work*—the physical or mental effort spent to overcome obstacles or to achieve a desired objective
- *job*—a specific situation in which a person performs particular tasks, duties, or responsibilities for compensation and can be accomplished, quantified, measured, and rated

- *occupation*—employment that requires related skills and experiences
- *career*—a chosen profession, or occupation pursued by a person throughout a long period of time composed of jobs held, titles earned, and work accomplished.
- *Profession*—paid occupation, often includes long-term training or education.

Process/Skill Questions

- What is the difference between work and a job?
- What are some examples of work? A job? A career?
- How is a career different from a job?
- What are some benefits of choosing a career that you enjoy?
- How can work and job experiences assist an individual in choosing a desired career path?
- How can work provide personal satisfaction?
- How can the work you do and the income you earn affect your lifestyle?
- How can a career influence lifestyle?
- What is the difference between an occupation and a career?

Task Number 39

Determine the most critical knowledge, skills, and abilities needed in today’s workplace.

Definition

Determination should include prioritizing workplace readiness skills, based on a selected career path.

Process/Skill Questions

- What resources can be used to determine an individual’s current workplace readiness skill set?
- Why is it important to be a lifelong learner in the workplace?
- How can good work traits determine success in the workplace?
- Why is technology important in today’s workplace?
- What are ways to acquire the appropriate workplace readiness skills, based on a selected career path?
- Which of your skills would be most valuable in today’s workplace?
- Identify which workplace readiness skills can be developed from any team experience such as sports, clubs, and projects.
- Imagine yourself in the career of your choice. In what ways could your knowledge and skills be helpful to your manager?
- What types of strategies would promote success in the workplace?

Researching Career Opportunities

Task Number 40

Complete a career assessment.

Definition

Completion should include

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

and should relate career assessment results to career exploration studies.

Process/Skill Questions

- What are examples of assessments that can help a student learn more about who they are?
- In what ways will your assessment results help you in choosing a career?
- What do you value in life? What makes you happy?
- How does attitude play a role in defining you?
- How do these questions relate to career planning and success in career planning?
- How do you define success?
- What are the benefits of a career assessment?
- How do you define interests, skills, values, personality traits, strengths, and aptitudes?
- How may your values affect your career choice?
- How might your career interests change over time?
- Were you surprised by your career interest assessment results? Explain.
- If your career assessment presents you with careers that you don't think you would like, would you be willing to give those careers a closer look? Explain.

Task Number 41

Identify the purpose of the Career Clusters, pathways, and occupations.

Definition

Identification should include that Virginia's CTE courses have been placed within a structure of 16 career clusters developed by the U.S. Department of Education. Each cluster is subdivided into various pathways and occupations. These structural components are defined as follows:

- Career cluster—a grouping of occupations and broad industries based on a core of common knowledge and skills
- Pathway—a broad subdivision of a career cluster leading to a number of related occupations
- Occupation—one of several specific job titles representing various levels of employment within a particular pathway

Process/Skill Questions

- Why would an understanding of one’s pathway help a student to ensure they secure all the resources and opportunities available to gain a head start in their career choice and life?
 - How can career clusters help you prepare for employment?
 - What are the advantages of using career clusters to explore careers?
 - What are career pathways?
 - What can you do if you decide you are no longer interested in the job for which you have been trained?
-

Task Number 42

Identify an occupation for further investigation.

Definition

Identification should include

- title of the occupation
- associated career pathway
- associated Career Cluster.

Process/Skill Questions

- What jobs exist today that did not exist 20 years ago?
- What are the most common factors that influence job choice?
- Why should personal interests influence career choice?
- What are nontraditional jobs?
- Why is it important to understand life goals when choosing career goals?
- What factors, apart from our own beliefs, influence our career choices?
- Which career pathway or occupation interests you the most?
- How can taking the time to carefully analyze the information you gather about career pathways and occupations benefit you in the long run?
- What have you learned about yourself to make you believe that this career choice is suitable for you?
- What are things you should consider when deciding whether a job is right for you?

Related Standards of Learning

History and Social Science

CE.14

The student will apply social science skills to understand personal finance and career opportunities by

- a. identifying talents, interests, and aspirations that influence career choice;
- b. identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c. identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;
- d. examining the impact of technological change and globalization on career opportunities;
- e. describing the importance of education to lifelong personal finances; and
- f. analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

English

6.6

The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a. Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b. Identify main idea.
- c. Summarize supporting details.
- d. Create an objective summary including main idea and supporting details.
- e. Draw conclusions and make inferences based on explicit and implied information.
- f. Identify the author's organizational pattern(s).
- g. Identify transitional words and phrases that signal an author's organizational pattern.
- h. Differentiate between fact and opinion.
- i. Identify cause and effect relationships.
- j. Analyze ideas within and between selections providing textual evidence.
- k. Use reading strategies to monitor comprehension throughout the reading process.

7.6

The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a. Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b. Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c. Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d. Differentiate between fact and opinion.
- e. Identify the source, viewpoint, and purpose of texts.
- f. Describe how word choice and language structure convey an author's viewpoint.
- g. Identify the main idea.
- h. Summarize text identifying supporting details.
- i. Create an objective summary including main idea and supporting details.
- j. Identify cause and effect relationships.
- k. Organize and synthesize information for use in written and other formats.
- l. Analyze ideas within and between selections providing textual evidence.
- m. Use reading strategies to monitor comprehension throughout the reading process.

8.6

The student will read, comprehend, and analyze a variety of nonfiction texts.

- a. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.
 - b. Apply knowledge of text features and organizational patterns to analyze selections.
 - c. Skim materials to develop an overview or locate information.
 - d. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - e. Analyze the author’s qualifications, viewpoint, word choice, and impact.
 - f. Analyze details for relevance and accuracy.
 - g. Differentiate between fact and opinion.
 - h. Identify the main idea.
 - i. Summarize the text identifying supporting details.
 - j. Identify cause and effect relationships.
 - k. Evaluate, organize, and synthesize information for use in written and other formats.
 - l. Analyze ideas within and between selections providing textual evidence.
 - m. Use reading strategies to monitor comprehension throughout the reading process.
-

Task Number 43

Identify the nature of work for a selected occupation.

Definition

Identification should include a brief description of the type of daily duties and tasks to be performed for the given occupation.

Process/Skill Questions

- What kind of information is included in a job description, and why is it included?
- Why is it important to have accurate job descriptions?
- Why is it important that skills transfer from one job to another?
- What does job title reveal about the job?
- What is the value of the job description?

Task Number 44

Identify the working conditions for a selected occupation.

Definition

Identification should include a brief description of the working environment and relative difficulty of the tasks for selected occupation.

Process/Skill Questions

- How important are working conditions in your choice of a career?
- What is the relationship between physical ability and working conditions?
- How can an applicant determine job-related working conditions prior to employment?
- Who is responsible for overseeing safe working conditions?
- How might working conditions affect family life?
- 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.

Task Number 45

Identify the employment outlook and projections for a selected occupation.

Definition

Identification should include

- a description of the future employment trends for selected occupation
- factors that affect the supply and demand of specific occupations
- a description of the relationship between jobs in demand and earnings for those jobs.

Process/Skill Questions

- How does geography affect employment?
- What occupations are currently in demand?
- What is the projected outlook for employment in the next 10 years?
- Why is it important to research career outlook?
- What is the influence of technology on the workforce?
- What are some jobs that were available 50 years ago but no longer exist today?

Task Number 46

Identify the training and qualifications required for a selected occupation.

Definition

Identification should include a brief description of the amount and type of education, industry certification, credentials, or degrees that are required and recommended for a selected occupation.

Process/Skill Questions

- What ways can personal training and qualifications be expressed to prospective employers?
- What is the relationship between education and occupational advancement?
- What does it mean to be a “lifelong learner”?
- Is there a substitute for formal training?
- Is education an investment? Why, or why not?

Task Number 47

Identify the potential earnings for a selected occupation.

Definition

Identification should include

- listing current earnings (averages) for specific occupations in specific regions
- comparing projected earnings to national professional averages of other selected occupations
- describing the factors that can affect earnings in the future.

Process/Skill Questions

- What is the correlation between education and potential earnings?
- How do company benefits relate to wages and salaries?
- Why do some careers pay on a commission basis?
- What is a reasonable entry-level wage expectation in comparison to career maximum?
- How can geography impact potential earnings?

Task Number 48

Identify the education and training opportunities for a selected occupation.

Definition

Identification should be based on the training or education required for a selected occupation and should include related

- middle school and secondary CTE courses
- work-based learning and volunteering opportunities in high school
- postsecondary opportunities
 - two-year colleges (community colleges) and degree programs
 - four-year colleges and universities

- Trade or business schools
- Professional/industry certification opportunities
- Online learning
- Internships
- Apprenticeships
- Military
- Service institutions (e.g., Peace Corps)
- Professional growth opportunities offered by employer

Process/Skill Questions

- What ways can personal training and qualifications be expressed to prospective employers?
 - What is the relationship between education and occupational advancement?
 - What does it mean to be a lifelong learner?
 - How can you research the costs and benefits for each educational option?
 - Why should students examine all possible educational options before making a decision?
 - What criteria will you use to evaluate costs and benefits of various educational options?
 - What barriers might prevent you from pursuing an educational option? Could you overcome these barriers? Why or why not?
-

Task Number 49

List related occupations within and outside a chosen Career Cluster.

Definition

List should include occupations that are related by

- career path, within the same Career Cluster
- knowledge and skills listings, among different Career Clusters.

Process/Skill Questions

- What do your career choices have in common?
- What skills are needed for each Career Cluster?
- Where can you find more information on Career Clusters?
- What are some workforce trends that tend to move within similar occupations?
- What roadblocks could you face in changing careers?

Task Number 50

Review an Academic and Career Plan portfolio.

Definition

Review should include

- assessing skills, interests, values
- building a résumé
- searching for careers
- searching for the best working situation, based on career interests and skills.

Process/Skill Questions

- How can continuous training benefit a worker throughout a career?
- Is there a difference between education and training? Are both always necessary? Explain.
- Who is responsible for an individual's education and training?
- What are examples of volunteer opportunities that can help one build their résumé? Why are these types of opportunities important to an individual? To their résumé?
- How can educational needs be determined for a specific career?
- Which path should you take if you are undecided about your career goal?
- Which path will give you the most options toward future career(s)?

Task Number 51

Create or review an Academic and Career Plan.

Definition

Creation or review of an Academic and Career Plan includes designing a map of the individual's educational path that will help him or her reach the career goal of choice.

The plan should be a collaborative effort involving, though not limited to, the student, parent/guardian, and school professionals, and consist of an alignment of 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. Taken into consideration should also be

- work experiences (paid and unpaid) related to the career field
- school and community activities
- leadership experiences
- course requirements for graduation based on postsecondary career pathway
- diploma options
- implementation of goals and career choices.

Divisions have the flexibility to create the Academic and Career Plan in a variety of ways. The Virginia Education Wizard offers school divisions an electronic Academic and Career Plan, which can be accessed at <https://www.vawizard.org/wizard/ccp>.

Process/Skill Questions

- Which Career Cluster best matches your skills, talents, and educational goals?
 - Which Career Cluster will help you reach your career goal? What are some of the alternative careers in that cluster that you would consider?
 - Which academic subjects are you required to master before achieving your career goal?
 - What are your expectations in a career?
 - Are your expectations realistic?
 - What is the value of establishing an academic and career plan?
 - What are the advantages of having a career plan?
 - What resources are available to help you develop a career plan?
 - Which programs of study can you take toward your career choice?
 - 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, and other work-based learning experiences to explore careers?
 - What influence does your value system have on your career/life decisions?
-

Exploring Job Acquisition Skills

Task Number 52

Identify valid job search websites and online tools.

Definition

Identification should include

- determining factors that make a website or resource trustworthy
- determining factors that make a job search site effective
- listing top job search sites.

Process/Skill Questions

- Why is it important for the job-seeker to be aware of his or her skills, values, interests, aptitudes, strengths, and weaknesses before beginning the job search?
- How is networking important to the job search?
- Why is it important to use different methods and processes to find a job?
- What criteria will help you determine whether one website or other online tool is better than another?

Task Number 53

Identify levels of professional attire, appearance, and hygiene expectations.

Definition

Identification should include

- wearing pressed, clean, well-maintained clothing that fits and is not revealing
- wearing modest or no jewelry
- maintaining nail, teeth, and hair care
- bathing regularly
- wearing deodorant, but no perfume or cologne
- understanding that employers have the right to refuse employment to those with visible body art.

Process/Skill Questions

- What types of body language are appropriate for a job interview? What types are inappropriate?
- Can you overdress as well as underdress? Explain.
- Why is it important not to wear perfume or cologne during an interview?
- Why is being properly dressed important in the interview?
- How might the job determine attire at the interview?
- What is a safe choice for interview attire?
- Why may an employer refuse to hire someone with visible body art?
- Why might an employer terminate employment of those with visible body art?
- How can body art limit occupational opportunities?
- Why is your appearance important in the job setting?
- What is a dress code?
- What is business casual attire?

Task Number 54

Describe expectations for a job interview and follow-up communications.

Definition

Description should include

- scheduling the interview
- preparing for the interview
 - researching the employer to ask and answer detailed questions
 - reviewing résumé
 - practicing the interview process (e.g., in-person, phone, virtual)
- arriving early
- dressing professionally (suitably for the job)

- practicing good manners (e.g., be friendly, gracious, maintain eye contact) and professional behavior (e.g., turning off cellphone)
- extending a firm handshake and greeting to everyone before the interview and thanking each person at the close of the interview
- following up the interview with a letter of thanks to arrive no more than seven days after the interview (calls can be placed ten days after the interview if no response from the employer has been given).

Process/Skill Questions

- Why is job interview preparation so important?
- Why is hygiene and personal grooming an important factor in the success of a job interview?
- What types of information should be volunteered during a job interview?
- How can interview practice help secure a position?
- When does an interview begin and end?
- What does it mean to “sell” yourself during a job interview?
- What are three questions that would be appropriate to ask during a job interview?
- Why is it important for you to evaluate your performance after an interview? What criteria will you use for this?
- What does it mean to be given a second interview?
- Why should you practice for an interview?
- Why is body language important during an interview?
- Why is the first impression so important?
- Should you say anything negative during a job interview? Why, or why not?
- How can you ensure you have the names of everyone who participated in your interview (so that you may follow up with a letter of thanks)?

Task Number 55

Identify the components of an online digital and a hard-copy job application form.

Definition

Identification should include

- personal data
- education
- military service
- relevant training certifications or credentials
- employment record
- volunteer/service experience
- references
- résumés and attachments.

For an online application, the individual should also be aware of site navigation features including

- logon/logoff or registration procedures
- password management
- view or print the application
- save the application
- submit the application.

Process/Skill Questions

- What are the differences in an online digital and a hard-copy job application process?
- How are job searches conducted via the Internet?
- Why do employers need a formal application?
- What are the main features of standard applications?
- What documents are needed to complete a job application?

Task Number 56

Identify the procedure for obtaining professional references.

Definition

Identification should include

- creating a list of appropriate personnel to ask for a letter of reference or verbal reference
- requesting permission from the listed persons
- allowing enough time before the reference is needed.

Process/Skill Questions

- Who should you ask to write a letter of reference? What are the factors to consider?
- How should one request permission for someone to write a letter of reference?
- What key information should you provide to those who will be writing your letters of reference?
- Why is it important to have a list of professional references and to keep it updated?
- Why is it important to get permission from a reference before giving out their contact information?
- What communication skills are needed to properly request a letter of reference?
- Why would an employer request a reference letter for a potential candidate for employment?

Task Number 57

Identify personal contacts who might be used as references.

Definition

Identification should include any

- non-relatives, especially community leaders, who are familiar with the individual's technical or workplace readiness skills
- educators and coaches with whom the individual studied or interacted
- managers or supervisors at jobs worked
- coordinators at volunteer initiatives
- contacts working at the same job or for the same employer where the individual wants to work.

Process/Skill Questions

- Who would make a good personal reference, given your career of choice?
- Why should family members never be used as references?
- How can you maintain contact with individuals you hope to use as references in the future? Why is it important to maintain this contact?
- What are some precautions to consider before including friends and family as part of your professional network?
- What makes teachers, counselors, and coaches good references?
- What volunteer experience contacts can be used as references?
- What people, who are not related to you, know you well enough to answer employers' questions?
- What is the difference between a personal and professional reference?

Task Number 58

Identify the benefits of networking for personal support and success.

Definition

Identification should include the following benefits of creating connections with others who share experience, characteristics, skills, or interests:

- Networking allows an individual participant to share and leverage resources, ideas, experiences, and opportunities from the group.
- Networking allows an individual to be connected and supported by a variety of participants.
- Networking enables strength in numbers; a group can act as a unit to achieve goals.

Process/Skill Questions

- Who would be included in your personal network to help with your future career decisions?
- How can a strong network help you be successful both personally and professionally?
- How can you strengthen your network?
- Why is etiquette important during the networking process?
- Why is in-person networking important?
- What things should you consider to prepare for face-to-face networking?
- How can you network online?

Developing Ethics

Task Number 59

Describe ethical issues common to the workplace.

Definition

Description should include issues of

- dishonesty
- deception
- theft
- misrepresentation
- taking credit for the work of others.

Process/Skill Questions

- How can taking credit for the work of others affect job performance?
- How are dishonesty, deception, and misrepresentation alike? Different?
- What types of unethical behaviors might cause someone to be fired?
- What kind(s) of economic impact(s) can occur as a result of unethical behavior?

Task Number 60

Describe workplace harassment and bullying.

Definition

Description should include

- workplace bullying—repeated, harmful mistreatment (e.g., threatening, humiliating, intimidating) by one or more coworkers that interferes with job performance (this can occur in person, in writing, or electronically through email, social media, etc.)
- workplace harassment—conduct demonstrating hostility toward a person because of his or her age, sex, race, color, religion, national origin, disability, or other “legally protected status.” (this can also occur in person, in writing, or electronically through email, social media, etc.)

Process/Skill Questions

- What procedure should one follow to address incidents of bullying in the workplace?
- Who should be notified when harassment is evident in the workplace?
- What is the legal definition of *harassment*?

- What should you do if you believe you are being harassed at work?

Task Number 61

Describe appropriate boundaries for using digital and social media.

Definition

Description should include

- identifying good “connection” decisions
- identifying the importance of proper boundaries
- identifying risky online interactions
- understand the concept of one’s “digital footprint”
- identifying inappropriate, unprofessional, and hurtful content
- recognizing the risk(s) associated with misrepresenting oneself or others on social media
- explaining how information can be misused or misrepresented.

Process/Skill Questions

- What is social responsibility?
- Why are there ethical standards related to the proper use of social media?
- How do you determine whom to “friend” or “follow” on social media?
- How can posting/sharing inappropriate content or pictures affect your chances of getting or keeping a job?
- How can sharing too much information make you a “target”?
- Why is it important to have a professional online presence?

Task Number 62

Identify reasons for maintaining ethical behavior.

Definition

Identification should include reasons why ethical standards need to be maintained, including the following:

- employment is dependent upon an exchange of services for rewards; ethical standards create an expectation of conduct that enables the exchange to occur
- ethical employees work for ethical businesses that sell or exchange goods and services with consumers;
 - unethical employees hurt the business’s ability to maximize profits
 - unethical businesses risk and often diminish consumer opportunities.

Process/Skill Questions

- How do unethical employees hurt a business’s ability to maximize profits?
- Why is it so important for businesses to maintain ethical standards?
- What do unethical businesses risk most?

- Why is a positive work ethic valued by employers?
- Where did you acquire your attitudes and beliefs regarding ethics and behaviors?
- Can you change your attitudes about ethics and behaviors?
- Are your ethics different at home vs. the workplace? Explain.
- Why are ethics important in your home? In your life?

Task Number 63

Define *honesty* and *integrity*.

Definition

Definitions should include the following:

- *Honesty*—truthful, sincere, freedom from deceit or fraud
- *Integrity*—adherence to ethical principles

Process/Skill Questions

- Why is honesty so important in the workplace?
- What is integrity? How is integrity different than honesty?
- How might a credit report be viewed as a type of *integrity* report?

Adapting to the Workplace

Task Number 64

Identify behavior expectations at home, school, and work.

Definition

Identification should include a list of behaviors at the following places:

- Home—respect and obey caregivers, care for siblings, act with moral integrity
- School—respect and obey teachers and administrators, complete assignments on time, be attentive and participate in class, be friendly with students, act with moral integrity
- Work—complete assigned tasks, exceed work performance expectations, respect and assist customers, work cooperatively and collaboratively with coworkers, adhere to ethical standards

Process/Skill Questions

- What does it mean to obey/respect authority?
 - How do these expectations relate to online activity?
 - Why is honesty so important in the workplace?
-

Acquiring Customer-Service Skills

Task Number 65

Identify customer-service skills.

Definition

Identification should include

- communication skills (verbal and nonverbal), including listening
- respecting everyone equally and attending to their needs
- ensuring that customers are satisfied.

Process/Skill Questions

- How can a positive work ethic affect a business's bottom line?
- How does an ethical employee respond to an unethical employer?
- Why should each worker demonstrate positive work ethic?
- How can you demonstrate good customer service through social media?
- What is your definition of quality *customer service*?

Task Number 66

Identify customer-service behaviors and attitudes.

Definition

Identification should include

- communications skills
- human-relations skills (e.g., being amicable and enthusiastic to help)
- business etiquette
- problem-solving skills.

Process/Skill Questions

- Why is customer service so important?

- What is the impact of telephone etiquette on customer service?
- How can excellent customer service result in employee promotions?
- What is the correlation between customer-service skills and company profit?
- How does each employee in a business have a role in providing exceptional customer service?
- What strategies can be used to improve customer service in a business?
- How can a company determine customer satisfaction?

Task Number 67

Identify problem-solving behaviors and attitudes.

Definition

Identification should include

- resilience
- persistence
- diligence.

Process/Skill Questions

- How does being objective help when solving a problem?
- What are the benefits of compromising to solve a problem?
- What are the consequences of not resolving a problem in the workplace?
- Why is it important to be objective when solving a problem?
- Why is it so important to quickly and professionally resolve even minor conflicts?
- How can effective conflict resolution contribute to a positive work environment?

Communicating on the Job

Task Number 68

Demonstrate how to follow directions.

Definition

Demonstration should include

- listing tasks
- prioritizing tasks
- developing action plans

- following multistep directions
- distinguishing between literal and figurative directions.

Process/Skill Questions

- What are the consequences of not following directions?
- How are coworkers affected by someone who does not follow directions?
- How do poor reading skills hinder one's ability to follow directions? Poor organizational skills?
- What are the potential consequences of not understanding directions?

Task Number 69

Demonstrate active listening skills.

Definition

Demonstration should include

- paying close attention to the speaker
- maintaining eye contact with the speaker
- staying focused on the speaker until the message is complete
- providing feedback by summarizing or paraphrasing the message back to the speaker.

Process/Skill Questions

- What is the best way to focus on the speaker?
- Why is eye contact important when communicating?
- What is the best way to provide feedback to the speaker?
- How does a good listener help a speaker?
- How do active listening skills contribute to job success?

Task Number 70

Respond to constructive feedback.

Definition

Constructive feedback should include examples of the following:

- Constructive praise—compliments that are focused on precise successes (i.e., strengths)
- Constructive criticism—comments that are focused on actions or behaviors that could be improved (i.e., weaknesses)

Response should include

- accepting praise with humility and professionalism; not taking criticism personally
- initiating a positive change

- clarifying to ensure of no misunderstandings
- following up to ensure positive outcome.

Process/Skill Questions

- What is the difference between constructive and destructive criticism?
- How does one know when and how to use praise?
- How can self-esteem be affected by criticism and praise?
- How can constructive criticism help make positive impacts in the workplace?
- How can constructive praise be used to improve workplace morale?
- Why should constructive praise be used in conjunction with constructive criticism?
- What is the difference between criticism and critiquing?
- How does constructive criticism provide feedback for personal growth?

Task Number 71

Identify examples of public speaking opportunities in the workplace.

Definition

Identification should include the following types of opportunities:

- Large group—presentations
- Small group—meetings, break-out sessions
- One-on-one—consultations, coworker conversations

Process/Skill Questions

- How do the professional standards and practices in your chosen field reflect the need for good speaking and listening skills?
 - How can miscommunication interfere with your performance in the workplace?
 - What resources are available to help you develop speaking and listening skills?
 - What do employers expect from job applicants and employees in terms of communication skills?
 - What are some workplace situations that might call for public speaking?
-

Task Number 72

Identify the importance of professional communication etiquette.

Definition

Identification should include the following:

- Express ideas clearly and concisely.
- Listen actively.

- Speak and write effectively (e.g., using proper grammar).
- Respect those involved in each communication process.
- Remain open for feedback.
- Keep comments constructive and avoid personal comments.
- Identify what constitutes a professional workplace conversation.

Process/Skill Questions

- How does body language speak louder than words?
 - What are examples of effective nonverbal messages?
 - How can communication differ among different audiences and cultures?
 - How does your speech affect the impressions people form of you?
 - What is netiquette?
-

Working Safely with Technology

Task Number 73

Identify equipment and technology specific to potential work environment, including workplace accommodations.

Definition

Identification should include

- machines (e.g., copier)
- computers
- digital devices
- tools
- equipment (e.g., scaffolding)
- office supplies (e.g., electric stapler)
- software programs.

Process/Skill Questions

- Why is it so important to follow safety guidelines?
- Why are there age minimums for certain job responsibilities?
- Who is liable for failure to comply with safety guidelines?
- What are the consequences for failing to comply with safety guidelines?
- What is the best source of safety information for a specific piece of equipment?
- When you have a concern about an operating procedure, what are the best options to ensure safety before proceeding?

Task Number 74

Demonstrate digital communication devices used in professional settings.

Definition

Demonstration should include the appropriate use of

- cellphones
- smartphones
- speakerphones
- press-and-talk devices (e.g., walkie-talkies)
- headsets
- audio/visual equipment
- portable (e.g., laptop, tablet) computers
- assistive technologies

Etiquette should include determining the appropriate

- purpose for using digital devices
- use of device components (e.g., texting, ringers, audio volume, speaker, headphones, video, applications)
- settings and situations when use is acceptable or expected
- opportunities to use digital equipment, as opposed to face-to-face communication
- professional written correspondence when using digital devices to communicate for work related purposes.

Process/Skill Questions

- What digital communication devices are typically used in a professional setting?
- What procedure should one follow regarding personal cellphones, PDAs, and smartphones upon arriving at work each day?
- What is the acceptable-use policy for electronic devices in the workplace?
- How can you communicate privately when using a speaker phone or radio?
- What methods should you use to protect private information stored on a computer or portable device?
- How should you handle calls or texts on a personal device while at work?
- What should you do to personal or work devices while attending meetings?
- What are the benefits and drawbacks of regularly using portable digital communication devices?
- How can written correspondence be interpreted differently by recipients?
- When would face-to-face communication be more appropriate than digital communication?

Task Number 75

Identify communication media used in the workplace.

Definition

Identification should include

- social networking sites
- email (understanding the difference between personal and work-related usage; the need for establishing a professional email address)
- voicemail and the need to establish a professional voicemail greeting
- search engines
- texting/online chats
- virtual meeting applications.

Process/Skill Questions

- Why is it important to establish a professional email address, voicemail greeting, and ringtone?
- What types of messages should one avoid posting on social networking sites?
- Why should one avoid using social networking sites for personal reasons while at work?
- What is the most secure method of communication?
- What personal information should never be shared electronically?

Acquiring Life Skills

Task Number 076

Identify skills essential to living independently.

Definition

Identification should include products and services related to

- housing, including housewares, furnishings, bath products, and maintenance supplies
- diet
- transportation
- clothing
- finances, including
 - banking (e.g., online, ATM, in-person, direct deposit)
 - budgeting
 - paying bills (e.g., writing checks, online bill pay, electronic payment)
 - pay records
 - online transactions and applications
 - managing credit
 - receiving and paying loans

- establishing utilities
- establishing insurance
- investing/saving
- time management
- balance of work and family
- personal vs. professional life
- recreation and use of time off
- goal setting
- health care

Process/Skill Questions

- Why is it important to follow the food pyramid guide for healthy eating?
- How are people affected physically and intellectually by poor eating habits?
- What is the correlation between a healthy body and a healthy mind?
- How does stress affect you physically? Mentally?
- Why is making a budget important?
- What steps can you take to help you manage money?
- What is the relationship between the cost of goods and the standard of living?
- What is the relationship between personal income and the standard of living?
- What is the relationship between education and the standard of living?
- What is the relationship between the economic status of your community and your standard of living?

Task Number 077

Describe the steps in the decision-making process.

Definition

Explanation should include the following steps:

- Defining the issue
- Making a self-inventory
- Listing all possible alternatives
- Forecasting the outcome of each alternative
- Choosing the best alternative
- Making a plan of action
- Evaluating the results

Process/Skill Questions

- What is an impulse decision?
- How are trade-offs involved when making decisions?
- Why do you forecast possible outcomes in the decision-making process?

SOL Correlation by Task

31	Identify individual personality traits, strengths, weaknesses, and learning style.	English: 6.6, 7.6, 8.6 History and Social Science: CE.3, CE.4, CE.14
32	List individual interests, aptitudes, and abilities.	English: 6.6, 6.7, 7.6, 7.7, 8.6, 8.7 History and Social Science: CE.4, CE.14
33	Identify the importance of social and emotional skills in the workplace.	English: 6.6, 7.6, 8.6 History and Social Science: CE.3, CE.4, CE.14
34	Identify individual career skills that are based on personal hobbies and interests.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
35	Identify current characteristics and skills that every employee should have.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4, CE.14
36	Identify a personal goal and a professional goal.	English: 6.6, 7.6, 8.6
37	Identify reasons for self-advocacy.	English: 6.6, 7.6, 8.6 History and Social Science: CE.3, CE.4
38	Define the terms <i>work</i> , <i>job</i> , <i>occupation</i> , <i>career</i> , and <i>profession</i> .	English: 6.4, 7.4, 8.4 History and Social Science: CE.14
39	Determine the most critical knowledge, skills, and abilities needed in today's workplace.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4, CE.14
40	Complete a career assessment.	English: 6.6, 7.6, 8.6
41	Identify the purpose of the Career Clusters, pathways, and occupations.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
42	Identify an occupation for further investigation.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
43	Identify the nature of work for a selected occupation.	English: 6.6, 7.6, 8.6

		History and Social Science: CE.14
44	Identify the working conditions for a selected occupation.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
45	Identify the employment outlook and projections for a selected occupation.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
46	Identify the training and qualifications required for a selected occupation.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9 History and Social Science: CE.14
47	Identify the potential earnings for a selected occupation.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
48	Identify the education and training opportunities for a selected occupation.	English: 6.6, 7.6, 8.6 History and Social Science: CE.3, CE.4, CE.14
49	List related occupations within and outside a chosen Career Cluster.	English: 6.7, 7.7, 8.7 History and Social Science: CE.14
50	Review an Academic and Career Plan portfolio.	English: 6.7, 6.9, 7.7, 7.9, 8.7, 8.9
51	Create or review an Academic and Career Plan.	English: 6.6, 6.9, 7.6, 7.9, 8.6, 8.9 History and Social Science: CE.3, CE.4, CE.14
52	Identify valid job search websites and online tools.	English: 6.9, 7.9, 8.9
53	Identify levels of professional attire, appearance, and hygiene expectations.	English: 6.6, 7.6, 8.6
54	Describe expectations for a job interview and follow-up communications.	English: 6.1, 6.6, 6.7, 7.2, 7.6, 7.7, 8.1, 8.6, 8.7 History and Social Science: CE.14
55	Identify the components of an online digital and a hard-copy job application form.	English: 6.6, 7.6, 8.6 History and Social Science: CE.3, CE.4, CE.14
56	Identify the procedure for obtaining professional references.	English: 6.6, 7.6, 8.6
57	Identify personal contacts who might be used as references.	English: 6.6, 7.6, 8.6

58	Identify the benefits of networking for personal support and success.	English: 6.1, 6.6, 7.1, 7.6, 8.1, 8.6
59	Describe ethical issues common to the workplace.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4, CE.14
60	Describe workplace harassment and bullying.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4, CE.14
61	Describe appropriate boundaries for using digital and social media.	English: 6.3, 7.3, 8.3 History and Social Science: CE.14
62	Identify reasons for maintaining ethical behavior.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
63	Define <i>honesty</i> and <i>integrity</i> .	English: 6.4, 7.4, 8.4 History and Social Science: CE.4
64	Identify behavior expectations at home, school, and work.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4
65	Identify customer-service skills.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4
66	Identify customer-service behaviors and attitudes.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4
67	Identify problem-solving behaviors and attitudes.	English: 6.6, 7.6, 8.6 History and Social Science: CE.4
68	Demonstrate how to follow directions.	English: 6.6, 7.6, 8.6
69	Demonstrate active listening skills.	English: 6.2, 7.1, 7.2, 8.2
70	Respond to constructive feedback.	English: 6.1, 7.1, 8.2
71	Identify examples of public speaking opportunities in the workplace.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
72	Identify the importance of professional communication etiquette.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14

73	Identify equipment and technology specific to potential work environment, including workplace accommodations.	History and Social Science: CE.14
74	Demonstrate digital communication devices used in professional settings.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
75	Identify communication media used in the workplace.	English: 6.6, 7.6, 8.6 History and Social Science: CE.14
76	Identify skills essential to living independently.	English: 6.6, 7.6, 8.6 History and Social Science: CE.11, CE.12, CE.14 Mathematics: 8.4
77	Describe the steps in the decision-making process.	English: 6.4, 6.6, 7.4, 7.6, 8.4, 8.6

Collaborative Lesson Ideas

What Would Happen If. . .

Subjects

U.S. History, Biology, Reading, English, Family and Consumer Sciences

Objectives

- Conduct a feasibility study of a new industry being located in your community.
- Explore the impact such an industry would have upon the community's economics, population growth, schools, housing market, and overall quality of life.

Real-world application

Recent developments in communities reveal that there are both positive and negative aspects of new industry coming into a community. For example, many citizens of the town of Ashland were opposed to a Walmart coming to their area. Citizens of eastern Hanover County did not want the State Fair of Virginia relocated in their neighborhoods. On the other hand, many people in the town of Williamsburg embraced the construction of Busch Gardens. Students will be involved in changes in their communities throughout their lives, and they must be able to make informed opinions about those changes and take appropriate actions.

Materials needed

Computers with Internet access
Access to local libraries
Paper, pen, pencil

Activities

- Use research skills to gather, organize, and synthesize information about prospective industries.
- Determine the projected economic and societal benefits of the new industry.
- Determine the possible negative impact of the industry upon the existing community.
- Analyze the possible ecological impact of the industry on the community.
- Develop a proposal about the location of the industry based upon your research.
- Participate in a group discussion or debate, present a persuasive speech, or write a research paper about your findings.

Evaluation of student performance

Individual papers, group presentations or debates, and speeches should be evaluated on the basis of the teacher's criteria.

This lesson plan came from

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