# Scope & Sequence

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| Course Name: Career Preparation II/Extended Career Preparation**TSDS PEIMS Code:** 12701405 | **Course Credit:** 3.0**Course Requirements:** This course is recommended for students in Grades 12.**Prerequisite:** Successful completion of one or more advanced career and technical education courses that are part of a coherent sequence of courses in a Career Cluster related to the field in which the student will be employed.**Corequisites:** Career Preparation II. |
| **Course Description:** Extended Career Preparation provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success. Must be taken concurrently with Career Preparation II. |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. |

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| **Career Preparation II** (Unit Number, Title, and Brief Description) | **# of Class Periods\***(assumes 45-minute periods)Total minutes per unit | **TEKS Covered****127.15 (c) Knowledge and skills** |
| **Total Number of Periods****Total Number of Minutes****Total Number of Hours** | 350 Periods15,750 Minutes262.5 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| **Unit 1: Academic Knowledge and Skills for the Workplace**This unit will include lessons on terminology and skills that are associated with reading, writing, mathematics and science knowledge specifically pertaining to the workplace. Students will focus on interpreting data and applying math concepts to solve problems and employing effective communication through technical writing. | 30 Periods1,350 Minutes | 4. The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:(A) apply critical- and creative-thinking skills to solve complex problems;(B) integrate mathematical concepts into business transactions;(C) analyze and apply data from tables, charts, and graphs to find solutions to problems;(D) apply effective listening skills used in the workplace;(E) read and write technical reports and summaries; and(F) apply effective verbal, nonverbal, written, and electronic communication skills |
| **Unit 2: Workplace Safety**This unit will expose students to the important compliance, safety standards, and regulations that are implemented at the workplace. Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will determine the role of risk management including, but not limited to, discussions focusing on liability insurance, sanitation, OSHA regulations, emergency situations, health code, and security issues. | 40 Periods1,800 Minutes | 2. The student demonstrates professional employability skills as required by business and industry. The student is expected to:(E) evaluate consequences for breach of personal and occupational safety practices in the workplace 8. The student recognizes knowledge and skills related to safety in the workplace. The student is expected to:(A) apply safe working practices to a training station;(B) evaluate unsafe work practices and attitudes;(C) evaluate the impact of Occupational Safety and Health Administration regulations in the workplace;(D) recognize the importance of applying safety rules in all situations; and(E) analyze health and wellness practices that influence job performance |
| **Unit 3: Workplace Expectations**Students will develop skills for success in the workplace including workplace expectations. Students will be able to identify appropriate wardrobe and grooming expectations for the workplace. Students will learn that as an employee they have a responsibility to know, to understand, and to abide by fundamental professional standards and workplace expectations that support a positive work environment and promote the highest possible standards of professionalism within business and industry. | 40 Periods1,800 Minutes | 2. The student demonstrates professional employability skills as required by business and industry. The student is expected to:(A) maintain appropriate grooming and appearance for the workplace;(B) demonstrate positive interpersonal skills, including respect for diversity;(C) demonstrate appropriate business and personal etiquette in the workplace;(D) exhibit productive work habits, attitudes, and ethical practices;(E) evaluate consequences for breach of personal and occupational safety practices in the workplace; and(F) prioritize work to fulfill responsibilities and meet deadlines3. The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to: (D) analyze employer expectations; (H) comply with organizational policies and procedures |
| **Unit 4: Workplace Culture**Students will learn that workplace culture is the unique sum of values, traditions, beliefs, interactions, behaviors, and attitudes at a specific worksite. Students will understand that leadership, management, practices, policies, philosophies, people, mission, vision, values, communication, attitude and environment all impact workplace culture. | 40 Periods1,800 Minutes | 3. The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:(A) evaluate personal integrity and its effects on human relations in the workplace;(B) evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;(C) recognize and appreciate diversity in the workplace;(G) analyze ethical standards; and(E) exhibit productive work habits and attitudes;(F) communicate effectively to a variety of audiences;(G) analyze ethical standards; and(H) comply with organizational policies and procedures |
| **Unit 5: Legal Responsibilities of the Workplace and Identity Theft**This unit will expose students to the important compliance and regulations that are implemented at the workplace. Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will research laws that govern workplace practices across different industries which may include discussions about Fair Labor Standards Act, Workers Compensation, Social Security, Family and Medical Leave Act. Additionally, students will analyze the impact of identity theft on the lives of individuals. | 40 Periods1,800 Minutes | 5. The student recognizes legal responsibilities of the workplace. The student is expected to:(A) evaluate provisions of the Fair Labor Standards Act;(B) analyze the legal consequences of "breach of confidentiality"; and(C) research and describe laws governing the different professions 6. The student recognizes the dangers of identity theft. The student is expected to:(A) identify various methods criminals use to obtain information; and(B)research how to avoid becoming a victim |
| **Unit 6: Employability Skills** This unit explores the professional standards and employability skills required by business and industry. Students will demonstrate the following job-seeking skills: writing a resume and cover letter, completing a job application, finding and pursuing employment leads, selecting/using references, and interviewing for a job.  | 40 Periods1,800 Minutes | 1. The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:(A) refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;(B) obtain letters of recommendation;(C) expand personal communication skills; and(D) refine interview skills |
| **Unit 7: Leadership Development**During this unit, students will learn more about the qualities and characteristics required to be successful in business and industry. While a basic understanding and development of employability skills will help students obtain employment, they will learn that developing leadership skills will aid them in job retention and potential promotion opportunities.  | 40 Periods1,800 Minutes | 7. The student applies the use of interpersonal skills to improve personal development. The student is expected to:(A) evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and(B) participate in leadership and career-development activities |
| **Unit 8: Career Development**This unit will help students better understand the various career opportunities within the career cluster they are interested in; students will develop a career plan designed to achieve their career goals within this industry. Students will determine viable career options (high-demand, high-skilled, and high-wage) through analysis of national, state, regional, and local labor market information. Students will identify trends and changes in employment trends, societal needs, and economic conditions that affect career plans. Students will analyze the impact of money, investment, credit, savings, debt, and financial management on the development of the lives of individuals.  | 40 Periods1,800 Minutes | 9. The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:(A) research and identify current or emerging occupations;(B) analyze future employment outlook;(C) research entrepreneurial opportunities;(D) analyze rewards and demands for various levels of employment;(E) identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;(F) identify and pursue opportunities available in high school and postsecondary to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;(G) evaluate the rights and responsibilities of employers and employees; and(H) apply money-management and financial-planning techniques |
| **Unit 9: Career Retention and Advancement** Students will identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers. Students will also be able to identify and describe the work ethic needed for career advancement in the lodging industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). | 40 Periods1,800 Minutes | 10. The student identifies skills and characteristics necessary for professional advancement. The student is expected to:(A) evaluate and compare employment advancement options such as salaries, benefits, and prerequisites;(B) compare rewards and demands for various levels of employment in a variety of careers;(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;(D) determine preparation requirements for levels of employment in a variety of careers;(E) determine personal priorities such as interests, abilities, and family responsibilities affecting career choice; and(F) demonstrate effective methods to secure, maintain, and terminate employment |

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| **Extended Career Preparation** (Unit Number, Title, and Brief Description) | **# of Class Periods\***(assumes 45-minute periods)Total minutes per unit | **TEKS Covered****127.16 (c) Knowledge and skills** |
| **Total Number of Periods****Total Number of Minutes****Total Number of Hours** | 175 Periods7,875 Minutes131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| **Unit 1: Employability Skills** This unit explores the professional standards and employability skills required by business and industry. Students will develop skills for success in the workplace including workplace expectations. Students will learn that as an employee they have a responsibility to know, to understand, and to abide by fundamental professional standards and workplace expectations that support a positive work environment and promote the highest possible standards of professionalism within business and industry. | 10 Periods450 Minutes | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (C) demonstrate professional standards and personal qualities needed to be employable such as punctuality, initiative, and cooperation with increased fluency;(D) complete tasks with high standards to ensure delivery of quality products and services;(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and(F) employ planning and time-management skills with increased fluency to enhance results and complete work tasks |
| **Unit 2: Communication Skills**This unit will enhance students’ communication skills, focusing on learning the aspects of interpersonal communication skills required within the industry. Students will focus on verbal and nonverbal communication that occurs between employees, employers, customers, and/or clients within business and industry.  | 5 Periods225 Minutes | 2. The student implements advanced professional communications strategies. The student is expected to:(A) apply appropriate content knowledge, technical concepts, and vocabulary with increased fluency when analyzing information and following directions;(B) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;(C) analyze, interpret, and effectively communicate information, data, and observations;(D) observe and interpret verbal and nonverbal cues and behaviors to enhance communication;(E) apply active listening skills to obtain and clarify information; and(F) employ effective internal and external communications to support work activities |
| **Unit 3: Critical Thinking**Students will apply critical thinking and problem-solving skills in workplace situations by observing facts objectively to make logical decisions. Students will demonstrate the concepts of gathering information, analysis of a situation, and eliciting feedback from others to generate optimal solutions to a problem.  | 5 Periods225 Minutes | 3. The student applies concepts of critical thinking and problem solving. The student is expected to:(A) employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions;(B) analyze elements of a problem to develop creative and innovative solutions; and(C) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions |
| **Unit 4: Workplace Safety**This unit will expose students to the important compliance, safety standards, and regulations that are implemented at the workplace. Students will learn that such practices are in place to manage resources to minimize losses and liabilities to businesses in the industry. Students will determine the role of risk management including, but not limited to, discussions focusing on liability insurance, sanitation, OSHA regulations, emergency situations, health code, and security issues. | 10 Periods450 Minutes | 4. The student understands and applies proper safety techniques in the workplace. The student is expected to:(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations;(B) demonstrate safe operation of tools and equipment used in the industry;(C) describe and perform hazard analysis; and(D) demonstrate knowledge of procedures for reporting and handling accidents and safety incidents |
| **Unit 5: Professional Ethics**Students will understand the professional ethics legal responsibilities pertaining to business and industry. Students will analyze ethical dilemmas in a variety of workplace situations to demonstrate professional reasoning through an ethical and moral lens. Students will research laws that govern workplace practices across different industries which may include discussions about Fair Labor Standards Act, Workers Compensation, Social Security, Family and Medical Leave Act. | 5 Periods225 Minutes | 5. The student understands the professional, ethical, and legal responsibilities as they relate to employment and the workplace. The student is expected to:(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;(B) apply ethical reasoning to a variety of situations in order to make ethical decisions; and(C) comply with all applicable rules, laws, and regulations in a consistent manner |
| **Unit 6: Work-Based Learning**Work-Based Learning (WBL) provides students the opportunity to receive credit while working in an environment related to their career pathway. WBL allows students to participate in a structured experience that connects a student’s career goal and classroom learning with a productive work environment. Students will adequately prepare for the WBL opportunity by participating in the necessary training.  | 140 Periods6,300 Minutes | 1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) participate in a paid work-based application of previously studied knowledge and skills related to career and technical education;(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment6. The student participates in a paid career preparation experience. The student is expected to:(A) conduct, document, and evaluate learning activities in a supervised employment experience;(B) develop advanced technical knowledge and skills related to the student's occupational objective;(C) demonstrate growth of technical skill competencies;(D) evaluate strengths and weaknesses in technical skill proficiency; and(E) collect representative work samples |