



2025 Exploring Careers

Program CIP: 37.0103— Personal Decision-Making Skills

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Published by:

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

The Exploring Careers was presented to the Mississippi State Board of Education on January 16, 2025. The following persons were serving on the state board at the time:

Dr. Lance Evans, State Superintendent of Education, Executive Secretary
Mr. Glen East, Chair
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Mr. Matt Mayo
Ms. Kate Riddle, Student Representative
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The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Exploring Careers curriculum:

Brett Robinson, the associate state superintendent of the MDE Office of Career and Technical Education (CTE) and Workforce Development, supported the RCU and teachers throughout the development of the framework and supporting materials.
Dr. Louella Mack-Webster, the Exploring Careers program supervisor of the MDE Office of CTE, supported the RCU and teachers throughout developing the framework and supporting materials.
Betsey Smith, the director of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Courtney McCubbins, the curriculum and assessment manager of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.
Chance Carden, a project manager with the RCU, researched and authored this framework.

Special thanks are extended to the educators who contributed to the development and revision of this framework and supporting materials:

Alisha Davis, Canton Ninth Grade Academy, Canton
Cindy Ehrhardt, Florence Middle School, Florence
Kelly Lamerson, Meridian High School, Meridian
Paige Morgan, Academy of Innovation, Vicksburg
Amy Rummage, Northwest Rankin Middle School, Flowood
Melissa Whitehead, Vicksburg Junior High School, Vicksburg

Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE Exploring Careers curriculum is aligned to the following standards:

International Society for Technology in Education Standards (ISTE)

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE (iste.org).

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st-Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Executive Summary

Course Description

Exploring Careers is a course to be taught in either seventh, eighth, or ninth grade and used as an introduction to career pathways and decision-making. The course was developed specifically to meet the needs of those schools participating in career academies. This introductory course includes content on self-development, Advance CTE's National Career Clusters Framework (revised 2024), pathways, choices, and financial planning. The course is designed to be taught in a “flipped” classroom environment where students explore and experience the content in and outside the classroom.

Grade Level and Class Size Recommendations

It is recommended that students be enrolled in this course in seventh, eighth, or ninth grade. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses such as this.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and Test of Adult Basic Education (TABE) reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or helpdesk@rcu.msstate.edu.

Course Outline

This curriculum consists of one 1-credit course.

Exploring Careers—Course Code: 990002

Unit	Unit Title	Hours
1	Orientation and Ethics	15
2	Learning and Personality Styles	5
3	Advanced Manufacturing	5
4	Agriculture	5
5	Arts, Entertainment, and Design	5
6	Construction	5
7	Digital Technology	5
8	Education	5
9	Energy and Natural Resources	5
10	Financial Services	5
11	Health and Human Services	5
12	Hospitality and Events	5
13	Management and Entrepreneurship	5
14	Marketing and Sales	5
15	Public Service and Safety	5
16	Supply Chain and Transportation	5
17	College and Career Readiness	25
18	Financial Literacy/Reality Fair	25
Total		140

Career Pathway Outlook

Overview

The Exploring Careers course is designed to prepare students with a general understanding of employment in occupational fields, covering all Career Clusters found within Advance CTE's National Career Clusters Framework, revised in 2024. Students enrolled in this course will develop employability skills and an understanding of varied occupational requirements. They will hone their professional skills through communicating effectively with fellow classmates and with a comprehensive range of industry professionals. This course may assist them in developing a clear and decisive career path by setting actionable goals. They will examine occupations related to Advanced Manufacturing; Agriculture; Arts, Entertainment, and Design; Construction; Digital Technology; Education; Energy and Natural Resources; Financial Services; Health and Human Services; Hospitality and Events; Management and Entrepreneurship; Marketing and Sales; Public Service and Safety; and Supply Chain and Transportation.

Most occupations related to those Career Clusters will require at least a high school diploma, although careers with the highest earnings potential—engineers, lawyers, medical professionals, managers, postsecondary teachers, research analysts, scientists, social workers, software developers, veterinarians, and writers, for example—require advanced degrees. Considering that, the students will survey some of Mississippi's two-year and four-year post-secondary degree programs and relevant industries. This will help them clarify a list of career fields they may intend to pursue.

Needs of the Future Workforce

The U.S. Bureau of Labor and Statistics lists the top twenty-fastest growing occupations nationally through 2032. Those occupations listed successively by the national rate of growth are: wind turbine service technicians (45%); nurse practitioners (45%); data scientists (35%); statisticians (32%); information security analysts (32%); medical and health services managers (28%); epidemiologists (27%); physician assistants (27%); physical therapist assistants (26%); software developers (26%); occupational therapy assistants (24%); actuaries (23%); computer and information research scientists (23%); operations research analysts (23%); solar photovoltaic installers (22%); home health and personal care aides (22%); taxi drivers (21%); personal care and service workers, all other (21%); veterinary technologists and technicians (21%); veterinary assistants and laboratory animal caretakers (20%). The patterns of growth shown below in Table 1.1 display a concise range of occupations within all Career Clusters.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2020	Projected Jobs, 2030	Change (Number)	Change (Percent)	Average Hourly Earnings, 2024
Architecture and Engineering Occupations	15,820	16,610	790	5.0%	\$39.16
Arts, Design, Entertainment, Sports,	12,100	12,730	630	5.2%	\$24.07

and Media Occupations					
Building and Grounds Cleaning and Maintenance Occupations	39,670	47,460	7,790	19.6%	\$13.85
Business and Financial Operations Occupations	41,920	44,540	2,620	6.3%	\$33.65
Community and Social Service Occupations	18,530	21,240	2,710	14.6%	\$21.91
Computer and Mathematical Occupations	14,970	15,600	630	4.2%	\$36.54
Construction and Extraction Occupations	51,130	53,810	2,680	5.2%	\$23.30
Education, Training, and Library Occupations	70,680	77,760	7,080	10.0%	\$23.51
Farming, Fishing, and Forestry Occupations	10,510	11,040	530	5.0%	\$19.79
Food Preparation and Serving Related Occupations	95,150	121,380	26,230	27.6%	\$12.33
Healthcare Practitioners and Technical Occupations	80,570	92,520	11,950	14.8%	\$38.69
Healthcare Support Occupations	46,400	57,030	10,630	22.9%	\$14.42
Installation, Maintenance, and Repair Occupations	55,600	58,480	2,880	5.2%	\$24.18
Legal Occupations	6,440	6,870	430	6.7%	\$41.80
Life, Physical, and Social Science Occupations	8,630	8,950	320	3.7%	\$34.55
Management Occupations	63,570	69,730	6,160	9.7%	\$46.42
Occupational Health and Safety Specialists	710	760	50	7.0%	\$33.68
Office and Administrative Support Occupations	145,870	146,630	760	0.5%	\$18.53
Personal Care and Service Occupations	25,420	29,160	3,740	14.7%	\$16.04
Production Occupations	101,130	103,540	2,410	2.4%	\$20.51
Protective Service Occupations	33,310	37,350	4,040	12.1%	\$18.69

Sales and Related Occupations	118,910	125,090	6,180	5.2%	\$17.86
Transportation and Material Moving Occupations	125,680	136,570	10,890	8.7%	\$19.54

Source: Mississippi Department of Employment Security; mdes.ms.gov (2024).

Perkins V Requirements and Academic Infusion

The Exploring Careers curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in a variety of fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them in selecting which career pathway they want to pursue. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The Exploring Careers educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Exploring Careers curriculum. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to industry careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Exploring Careers curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Exploring Careers curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Exploring Careers curriculum that will allow and encourage collaboration with professionals currently in the variety of fields covered by the course.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the exploring careers classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals. Thus, supervised collaboration and immersion into the industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

Association of Career and Technical Education (ACTE)•
acteonline.org

Distributive Education Clubs of America (DECA)○
deca.org

Educators Rising
educatorsrising.org

Family, Career, and Community Leaders of America (FCCLA)*
fcclainc.org

Future Business Leaders of America (FBLA)*
fbla-pbl.org

Health Occupational Students of America (HOSA)*
hosa.org

Mississippi Association of Career and Technical Education (MSACTE)•
mississippiacte.com

The National FFA Organization (FFA)*
ffa.org

SkillsUSA*
skillsusa.org

Technology Student Association (TSA)*
tsaweb.org

* For middle and high school students • For teachers only ○ For high school students only
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Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Units one and two must be taught chronologically at the beginning of the course; units nineteen and twenty must also be taught chronologically at the end of the course. The Career Cluster units three through eighteen can be taught in the order that best supports student and school context.

Teacher Resources

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Orientation and Ethics

Competencies and Suggested Objectives	
1. Describe course expectations, school policies, and safety procedures. ^{DOK1}	
a. Identify student expectations and policies for the course.	
b. Identify ethical behavior and the proper use of technology in the classroom.	
2. Understand the importance of employability skills to be successful in the workplace. ^{DOK1}	
a. Demonstrate effective written and verbal communication skills, both in-person and virtually.	
b. Demonstrate effective presentation skills.	
c. Identify proper attire and appearance required for the workplace.	
d. Understand interpersonal skills and the ability to work well with others.	
e. Identify ethical behavior and the proper use of technology in the workplace.	
3. Explore student organizations as they relate to various careers. ^{DOK1}	
a. Discuss leadership and personal development in accordance with student organizations.	
b. Discuss various roles and responsibilities.	

Enrichment
1. Write a formal business letter to a favorite company, either locally or nationally.
2. Partner with the local chamber of commerce to speak with students about professionalism.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.
Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 2: Learning and Personality Styles

Competencies and Suggested Objectives

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|--|
| 1. Discover learning and personality styles. ^{DOK1} <ul style="list-style-type: none">a. Complete learning and personality style inventories.b. Identify elements that shape personality development (ex., character traits, environment, etc.)c. Determine how various personality and learning styles relate to career choice.d. Identify differences between personalities, management styles, and work techniques and how they impact workplace and life interactions. |
| 2. Develop characteristics of highly effective people. ^{DOK2} <ul style="list-style-type: none">a. Participate in activities that strengthen self-motivation and organization skills.b. Recognize the importance of time management, prioritization, and personal responsibility. |

Enrichment

- | |
|---|
| 1. Students conduct an interview with a professional, discussing the professional's experiences in pursuing their career choice. (Students present findings). |
|---|

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 3: Advanced Manufacturing

Competencies and Suggested Objectives
1. Identify the significance of the Advanced Manufacturing Career Cluster in society. ^{DOK2} a. Research the relationship of careers in advanced manufacturing to society and other careers.
2. Understand career opportunities in the Advanced Manufacturing Career Cluster. ^{DOK2} a. Research the career pathways in the Advanced Manufacturing Career Cluster. • Aptitudes • Education and training • Job opportunities • Projected growth • Salaries • Skills b. Participate in a real-world job scenario associated with the Advanced Manufacturing Career Cluster. c. Determine compatibility with the Advanced Manufacturing Career Cluster.

Enrichment
1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 4: Agriculture

Competencies and Suggested Objectives

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|---|
| 1. Identify the significance of the Agriculture Career Cluster in society. ^{DOK2}
a. Research the relationship of careers in agriculture to society and other careers. |
| 2. Understand career opportunities in the Agriculture Career Cluster. ^{DOK2}
a. Research the career pathways in the Agriculture Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Agriculture Career Cluster.
c. Determine compatibility with the Agriculture Career Cluster. |

Enrichment

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|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 5: Arts, Entertainment, and Design

Competencies and Suggested Objectives

1. Identify the significance of the Arts, Entertainment, and Design Career Cluster in society.
DOK2
 - a. Research the relationship of arts, entertainment, and design careers to society and other careers.
2. Understand career opportunities in the Arts, Entertainment, and Design Career Cluster.
DOK2
 - a. Research the career pathways in the Arts, Entertainment, and Design Career Cluster.
 - Aptitudes
 - Education and training
 - Job opportunities
 - Projected growth
 - Salaries
 - Skills
 - b. Participate in a real-world job scenario associated with the Arts, Entertainment, and Design Career Cluster.
 - c. Determine compatibility with the Arts, Entertainment, and Design Career Cluster.

Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 6: Construction

Competencies and Suggested Objectives

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|---|
| 1. Identify the significance of the Construction Career Cluster in society. ^{DOK2}
a. Research the relationship of careers in construction to society and other careers. |
| 2. Understand career opportunities in the Construction Career Cluster. ^{DOK2}
a. Research the career pathways in the Construction Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Construction Career Cluster.
c. Determine compatibility with the Construction Career Cluster. |

Enrichment

- | |
|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 7: Digital Technology

Competencies and Suggested Objectives

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|---|
| 1. Identify the significance of the Digital Technology Career Cluster in society. ^{DOK2}
a. Research the relationship of careers in digital technology to society and other careers. |
| 2. Understand career opportunities in the Digital Technology Career Cluster. ^{DOK2}
a. Research the career pathways in the Digital Technology Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Digital Technology Career Cluster.
c. Determine compatibility with the Digital Technology Career Cluster. |

Enrichment

- | |
|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 8: Education

Competencies and Suggested Objectives

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|---|
| 1. Identify the significance of the Education Career Cluster in society. ^{DOK2}
a. Research the relationship of careers in education to society and other careers. |
| 2. Understand career opportunities in the Education Career Cluster. ^{DOK2}
a. Research the career pathways in the Education Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Education Career Cluster.
c. Determine compatibility with the Education Career Cluster. |

Enrichment

- | |
|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 9: Energy and Natural Resources

Competencies and Suggested Objectives
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|---|
| <ol style="list-style-type: none">1. Identify the significance of the Energy and Natural Resources Career Cluster in society.
DOK2<ol style="list-style-type: none">a. Research the relationship of energy and natural resources careers to society and other careers.2. Understand career opportunities in the Energy and Natural Resources Career Cluster. ^{DOK2}<ol style="list-style-type: none">a. Research the career pathways in the Energy and Natural Resources Career Cluster.<ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skillsb. Participate in a real-world job scenario associated with the Energy and Natural Resources Career Cluster.c. Determine compatibility with the Energy and Natural Resources Career Cluster. |
|---|

Enrichment

- | |
|---|
| <ol style="list-style-type: none">1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.2. Conduct a field or simulation experience related to the career pathway. |
|---|

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 10: Financial Services

Competencies and Suggested Objectives
1. Identify the significance of the Financial Services Career Cluster in society. ^{DOK2} a. Research the relationship of careers in financial services to society and other careers.
2. Understand career opportunities in the Financial Services Career Cluster. ^{DOK2} a. Research the career pathways in the Financial Services Career Cluster. • Aptitudes • Education and training • Job opportunities • Projected growth • Salaries • Skills b. Participate in a real-world job scenario associated with the Financial Services Career Cluster. c. Determine compatibility with the Financial Services Career Cluster.

- Aptitudes
- Education and training
- Job opportunities
- Projected growth
- Salaries
- Skills

Enrichment
1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 11: Health and Human Services

Competencies and Suggested Objectives

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|---|
| 1. Identify the significance of the Health and Human Services Career Cluster in society. ^{DOK2}
a. Research the relationship of health and human services careers to society and other careers. |
| 2. Understand career opportunities in the Health and Human Services Career Cluster. ^{DOK2}
a. Research the career pathways in the Health and Human Services Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Health and Human Services Career Cluster.
c. Determine compatibility with the Health and Human Services Career Cluster. |

Enrichment

- | |
|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 12: Hospitality and Events

Competencies and Suggested Objectives
1. Identify the significance of the Hospitality and Events Career Cluster in society. ^{DOK2} a. Research the relationship of careers in hospitality and events to society and other careers.
2. Understand career opportunities in the Hospitality and Events Career Cluster. ^{DOK2} a. Research the career pathways in the Hospitality and Events Career Cluster. • Aptitudes • Education and training • Job opportunities • Projected growth • Salaries • Skills b. Participate in a real-world job scenario associated with the Hospitality and Events Career Cluster. c. Determine compatibility with the Hospitality and Events Career Cluster.

Enrichment
1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 13: Management and Entrepreneurship

Competencies and Suggested Objectives
1. Identify the significance of the Management and Entrepreneurship Career Cluster in society. ^{DOK2} a. Research the relationship of careers in management and entrepreneurship to society and other careers.
2. Understand career opportunities in the Management and Entrepreneurship Career Cluster. ^{DOK2} a. Research the career pathways in the Management and Entrepreneurship Career Cluster. • Aptitudes • Education and training • Job opportunities • Projected growth • Salaries • Skills b. Participate in a real-world job scenario associated with the Management and Entrepreneurship Career Cluster. c. Determine compatibility with the Management and Entrepreneurship Career Cluster.

Enrichment
1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 14: Marketing and Sales

Competencies and Suggested Objectives

- | |
|---|
| 1. Identify the significance of the Marketing and Sales Career Cluster in society. ^{DOK2}
a. Research the relationship of careers in marketing and sales to society and other careers. |
| 2. Understand career opportunities in the Marketing and Sales Career Cluster. ^{DOK2}
a. Research the career pathways in the Marketing and Sales Career Cluster. <ul style="list-style-type: none">• Aptitudes• Education and training• Job opportunities• Projected growth• Salaries• Skills
b. Participate in a real-world job scenario associated with the Marketing and Sales Career Cluster.
c. Determine compatibility with the Marketing and Sales Career Cluster. |

Enrichment

- | |
|--|
| 1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration. |
| 2. Conduct a field or simulation experience related to the career pathway. |

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 15: Public Service and Safety

Competencies and Suggested Objectives
1. Identify the significance of the Public Service and Safety Career Cluster in society. ^{DOK2} a. Research the relationship of careers in public service and safety to society and other careers.
2. Understand career opportunities in the Public Service and Safety Career Cluster. ^{DOK2} a. Research the career pathways in the Public Service and Safety Career Cluster. • Aptitudes • Education and training • Job opportunities • Projected growth • Salaries • Skills b. Participate in a real-world job scenario associated with the Public Service and Safety Career Cluster. c. Determine compatibility with the Public Service and Safety Career Cluster.

Enrichment
1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 16: Supply Chain and Transportation

Competencies and Suggested Objectives

1. Identify the significance of the Supply Chain and Transportation Career Cluster in society.
DOK2
 - a. Research the relationship of careers in supply chain and transportation to society and other careers.
2. Understand career opportunities in the Supply Chain and Transportation Career Cluster.
DOK2
 - a. Research the career pathways in the Supply Chain and Transportation Career Cluster.
 - Aptitudes
 - Education and training
 - Job opportunities
 - Projected growth
 - Salaries
 - Skills
 - b. Participate in a real-world job scenario associated with the Supply Chain and Transportation Career Cluster.
 - c. Determine compatibility with the Supply Chain and Transportation Career Cluster.

Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Unit 17: College and Career Readiness

Competencies and Suggested Objectives

- | |
|---|
| <ol style="list-style-type: none">1. Understand essential skills and techniques for employability. ^{DOK2}<ol style="list-style-type: none">a. Identify professional and transferable skills essential for employment.b. Demonstrate effective interview techniques and behavior.c. Identify proper job application techniques. |
| <ol style="list-style-type: none">2. Develop a post-secondary career plan for a selected career path. ^{DOK3}<ol style="list-style-type: none">a. Research the selected career.<ul style="list-style-type: none">• Education and training requirements• Salaries• Skills• Aptitudes• Projected growthb. Identify the necessary program of study in high school and college for the desired career.<ul style="list-style-type: none">• Suggested courses• Related electives• Extracurricular activities• Individual Success Plan (ISP)c. Explore financial opportunities that assist with post-secondary costs.<ul style="list-style-type: none">• Financial aid programs• Scholarships• Grants |

Enrichment

- | |
|--|
| <ol style="list-style-type: none">1. Research college costs (tuition, room and board, etc.) related to post-secondary plans. |
|--|

Unit 18: Financial Literacy/Reality Fair

Competencies and Suggested Objectives
1. Create a personal budget based on a selected career path salary. ^{DOK3} a. Identify reasons to keep track of spending habits. b. Identify sources of income and expenses. c. Examine types of saving and investing. d. Differentiate between gross and net income.
2. Examine the types and the cost of credit. ^{DOK2} a. Compare the advantages and disadvantages of using credit. b. Discover credit history, credit score, and what actions affect credit reports. • Student loans • Credit cards • Debit cards • Mortgage loans • Auto loans
3. Demonstrate the proper use of financial documents and transactions. ^{DOK2} • Deposit slips • Checks • Debit card transaction • Credit card transactions • Bank statements • Check registers

Enrichment
1. Explore and complete various tax forms.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation and Ethics		
	1.	Describe course expectations, school policies, and safety procedures.
	2.	Understand the importance of employability skills to be successful in the workplace.
	3.	Explore student organizations as they relate to various careers.
Unit 2: Learning and Personality Styles		
	1.	Discover learning and personality styles.
	2.	Develop characteristics of highly effective people.
Unit 3: Advanced Manufacturing		
	1.	Identify the significance of the Advanced Manufacturing Career Cluster in society.
	2.	Understand career opportunities in the Advanced Manufacturing Career Cluster.
Unit 4: Agriculture		
	1.	Identify the significance of the Agriculture Career Cluster in society.
	2.	Understand career opportunities in the Agriculture Career Cluster.
Unit 5: Arts, Entertainment, and Design		
	1.	Identify the significance of the Arts, Entertainment, and Design Career Cluster in society.
	2.	Understand career opportunities in the Arts, Entertainment, and Design Career Cluster.
Unit 6: Construction		
	1.	Identify the significance of the Construction Career Cluster in society.
	2.	Understand career opportunities in the Construction Career Cluster.
Unit 7: Digital Technology		
	1.	Identify the significance of the Digital Technology Career Cluster in society.
	2.	Understand career opportunities in the Digital Technology Career Cluster.
Unit 8: Education		

	1.	Identify the significance of the Education Career Cluster in society.
	2.	Understand career opportunities in the Education Career Cluster.
Unit 9: Energy and Natural Resources		
	1.	Identify the significance of the Energy and Natural Resources Career Cluster in society.
	2.	Understand career opportunities in the Energy and Natural Resources Career Cluster.
Unit 10: Financial Services		
	1.	Identify the significance of the Financial Services Career Cluster in society.
	2.	Understand career opportunities in the Financial Services Career Cluster.
Unit 11: Health and Human Services		
	1.	Identify the significance of the Health and Human Services Career Cluster in society.
	2.	Understand career opportunities in the Health and Human Services Career Cluster.
Unit 12: Hospitality and Events		
	1.	Identify the significance of the Hospitality and Events Career Cluster in society.
	2.	Understand career opportunities in the Hospitality and Events Career Cluster.
Unit 13: Management and Entrepreneurship		
	1.	Identify the significance of the Management and Entrepreneurship Career Cluster in society.
	2.	Understand career opportunities in the Management and Entrepreneurship Career Cluster.
Unit 14: Marketing and Sales		
	1.	Identify the significance of the Marketing and Sales Career Cluster in society.
	2.	Understand career opportunities in the Marketing and Sales Career Cluster.
Unit 15: Public Service and Safety		
	1.	Identify the significance of the Public Service and Safety Career Cluster in society.
	2.	Understand career opportunities in the Public Service and Safety Career Cluster.
Unit 16: Supply Chain and Transportation		
	1.	Identify the significance of the Supply Chain and Transportation Career Cluster in society.
	2.	Understand career opportunities in the Supply Chain and Transportation Career Cluster.
Unit 17: College and Career Readiness		
	1.	Understand essential skills and techniques for employability.
	2.	Develop a post-secondary career plan for a selected career path.
Unit 18: Financial Literacy/Reality Fair		
	1.	Create a personal budget based on a selected career path salary.

	2.	Examine the types and the cost of credit.
	3.	Demonstrate the proper use of financial documents and transactions.

Appendix A: Industry Standards

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Standards																					
CS1		X																		X	
CS2																				X	X
CS3																					
CS4			X																	X	
CS5																					
CS6																					
CS7		X	X																	X	X
CS8		X	X																	X	
CS9				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
CS10																					
CS11																					
CS12			X																	X	
CS13			X																	X	
CS14			X																	X	
CS15			X																	X	
CS16																					

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st-century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems
2. Demonstrating knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigating and analyzing environmental issues and make accurate conclusions about effective solutions
4. Taking individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think creatively
2. Work creatively with others
3. Implement innovations

CS7 Critical Thinking and Problem Solving

1. Reason effectively
2. Use systems thinking
3. Make judgments and decisions
4. Solve problems

CS8 Communication and Collaboration

1. Communicate clearly
2. Collaborate with others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

1. Access and evaluate information
2. Use and manage information

CS10 Media Literacy

1. Analyze media
2. Create media products

CS11 ICT Literacy

1. Apply technology effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be flexible

CS13 Initiative and Self-Direction

1. Manage goals and time
2. Work independently
3. Be self-directed learners

CS14 Social and Cross-Cultural Skills

1. Interact effectively with others

2. Work effectively in diverse teams

CS15 Productivity and Accountability

1. Manage projects
2. Produce results

CS16 Leadership and Responsibility

1. Guide and lead others
2. Be responsible to others