



## Scope & Sequence

<b>Course Name:</b> Career Preparation I <b>PEIMS Code:</b> 12701300		<b>Course Credit:</b> 2 <b>Course Requirements:</b> This course is recommended for students in grades 11 - 12 <b>Prerequisites:</b> none
<b>Course Description:</b> Career Preparation I 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.		
<b>NOTE:</b> 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.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	350 Periods 15,750 Minutes 262.5 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.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>127.14 Knowledge and skills</b>

<p><b>Unit 1: Academic Skills for the Workplace</b></p> <p>This unit will include lessons on terminology and skills that are associated with mathematics and science knowledge specifically pertaining to the workplace. Students will focus on interpreting data to solve problems and developing workplace documents.</p>	<p>35 Periods 1,575 Minutes</p>	<p>4. The student applies academic skills to the workplace. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) apply mathematical skills to business transactions;</li> <li>(B) develop a personal budget based on a career choice;</li> <li>(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems; and</li> <li>(D) organize, write, and compile workplace business documents</li> </ul>
<p><b>Unit 2: Industry Regulations, Compliance, and Workplace Safety</b></p> <p>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.</p>	<p>40 Periods 1,800 Minutes</p>	<p>7. The student applies concepts and skills related to safety in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify and apply safe working practices related to the workplace;</li> <li>(B) demonstrate knowledge of personal and occupational safety practices in the workplace;</li> <li>(C) offer solutions related to unsafe work practices and attitudes;</li> <li>(D) explain Occupational Safety and Health Administration regulations in the workplace; and</li> <li>(E) determine health and wellness practices that influence job performance</li> </ul>



<p><b>Unit 3: Workplace Expectations</b></p> <p>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.</p>	<p>40 Periods 1,800 Minutes</p>	<p>2. The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) identify and model appropriate grooming and appearance for the workplace;</li><li>(B) demonstrate dependability, punctuality, and initiative;</li><li>(D) model appropriate business and personal etiquette in the workplace;</li><li>(F) demonstrate the ability to work with other employees to support the organization and complete assigned tasks;</li><li>(G) identify how to prioritize work to fulfill responsibilities and meet deadlines</li></ul> <p>3. The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none"><li>(C) discuss and analyze employer expectations;</li><li>(D) demonstrate respect for the rights of others;</li><li>(E) develop listening skills;</li><li>(F) apply effective listening skills used in the workplace;</li><li>(H) comply with organizational policies and procedures</li></ul>
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<p><b>Unit 4: Career Retention and Advancement</b></p> <p>Students will evaluate strategies for career retention and advancement. 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, identity theft, and financial institutions on the development of the nation and the lives of individuals.</p>	<p>40 Periods 1,800 Minutes</p>	<p>8. The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze the future employment outlook in the occupational area;</li><li>(B) describe entrepreneurial opportunities in the occupational area;</li><li>(C) compare rewards and demands for various levels of employment in a variety of careers;</li><li>(D) evaluate strategies for career retention and advancement in response to the changing global workplace;</li><li>(E) summarize the rights and responsibilities of employers and employees; and</li><li>(F) determine effective money-management and financial-planning techniques</li></ul>
<p><b>Unit 5: Professional Ethics</b></p> <p>Students will understand the professional ethics legal responsibilities pertaining to the workplace. Students will analyze ethical dilemmas in a variety of workplace situations to demonstrate professional reasoning through an ethical and moral lens. Students will explore policies from employee handbooks and government regulations/laws. Students will be able to categorize and demonstrate the</p>	<p>40 Periods 1,800 Minutes</p>	<p>3. The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) illustrate how personal integrity affects human relations on the job;</li><li>(D) demonstrate respect for the rights of others;</li><li>(G) identify ethical standards; and</li><li>(H) comply with organizational policies and procedures</li></ul> <p>5. The student applies the ethical code of conduct and legal responsibilities within the workplace. The student is expected to:</p>



<p>personality traits and professional/personal etiquette that are needed to succeed in the lodging industry.</p>		<p>(A) research and compare published workplace policies and procedures;          (B) demonstrate responsible and ethical behavior;          (C) summarize provisions of the Fair Labor Standards Act;          (D) describe the consequences of "breach of confidentiality"; and          (E) research and describe laws related to different careers</p>
<p><b>Unit 6: Employability Skills</b></p> <p>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. Students will learn how to create and complete initial job acquisition paperwork including I-9 and W-4 forms.</p>	<p>40 Periods 1,800 Minutes</p>	<p>1. The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:</p> <p>(A) identify employment opportunities;          (B) demonstrate the application of essential workplace knowledge and skills;          (C) develop a resume;          (D) demonstrate proper interview techniques in various situations; and          (E) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters</p>



<p><b>Unit 7: Professional Development</b></p> <p>Students will demonstrate the importance of positive work ethics and soft skills in relation to educational and career success including, but not limited to, appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving, and teamwork. 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.</p>	<p>40 Periods 1,800 Minutes</p>	<p>2. The student develops skills for success in the workplace. The student is expected to:</p> <ul style="list-style-type: none"><li>(C) research positive interpersonal skills, including respect for diversity;</li><li>(E) exhibit productive work habits, ethical practices, and a positive attitude;</li><li>(H) evaluate the relationship of good physical and mental health to job success and personal achievement;</li><li>(I) demonstrate effective methods to secure, maintain, and terminate employment; and</li><li>(J) develop soft skills in a working environment</li></ul> <p>3. The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none"><li>(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism</li></ul>
<p><b>Unit 8: Leadership Development</b></p> <p>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.</p>	<p>35 Periods 1,575 Minutes</p>	<p>6. The student applies the use of self-development techniques and interpersonal skills. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and</li><li>(B) develop effective leadership skills through participation in activities such as career and technical student organizations</li></ul>



<p><b>Unit 9: Career Development</b></p> <p>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 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.).</p>	<p>40 Periods 1,800 Minutes</p>	<p>9. The student identifies skills and attributes necessary for professional advancement. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) evaluate and compare employment options, including salaries and benefits;</li><li>(B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and</li><li>(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning</li></ul>