

Scope & Sequence

Course Name: Extended Career Preparation PEIMS Code: 127013005		Course Credit: 1 Course Requirements: This course is recommended for students in grades 12 Prerequisites: Career Preparation I or Career Preparation II, one advanced career and technical education course
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 I or 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.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 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 Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 127.16 Knowledge and skills



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 Periods 450 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 Periods 225 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 Periods 225 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 Periods 450 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 Periods 225 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 Periods 6,300 Minutes	<p>1. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none">(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 employment <p>6. The student participates in a paid career preparation experience. The student is expected to:</p> <ul style="list-style-type: none">(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
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