



Scope & Sequence

Course Name: Career Preparation II PEIMS Code: 12701300		Course Credit: 2 Course Requirements: This course is recommended for students in grades 12 Prerequisites: Career Preparation I
Course Description: Career Preparation II develops essential knowledge and skills through advanced classroom instruction with business and industry employment experiences. Career Preparation II maintains relevance and rigor, supports student attainment of academic standards, and effectively prepares students for college and career success.		
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	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.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 127.15 Knowledge and skills

<p>Unit 1: Academic Knowledge and Skills for the Workplace</p> <p>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.</p>	<p>30 Periods 1,350 Minutes</p>	<p>4. The student applies and enhances academic knowledge and skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (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
<p>Unit 2: Workplace Safety</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>2. The student demonstrates professional employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (E) evaluate consequences for breach of personal and occupational safety practices in the workplace <p>8. The student recognizes knowledge and skills related to safety in the workplace. The student is expected to:</p> <ul style="list-style-type: none"> (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



<p>Unit 3: Workplace Expectations</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 demonstrates professional employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none">(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 deadlines <p>3. The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none">(D) analyze employer expectations;(H) comply with organizational policies and procedures
---	-------------------------------------	--



<p>Unit 4: Workplace Culture</p> <p>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.</p>	<p>40 Periods 1,800 Minutes</p>	<p>3. The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:</p> <ul style="list-style-type: none">(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
<p>Unit 5: Legal Responsibilities of the Workplace and Identity Theft</p> <p>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</p>	<p>40 Periods 1,800 Minutes</p>	<p>5. The student recognizes legal responsibilities of the workplace. The student is expected to:</p> <ul style="list-style-type: none">(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 <p>6. The student recognizes the dangers of identity theft. The student is expected to:</p> <ul style="list-style-type: none">(A) identify various methods criminals use to obtain information; and(B) research how to avoid becoming a victim



<p>will analyze the impact of identity theft on the lives of individuals.</p>		
<p>Unit 6: Employability Skills</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.</p>	<p>40 Periods 1,800 Minutes</p>	<p>1. The student uses and evaluates employability skills to improve marketability within the workplace. The student is expected to:</p> <ul style="list-style-type: none">(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



<p>Unit 7: Leadership Development</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>40 Periods 1,800 Minutes</p>	<p>7. The student applies the use of interpersonal skills to improve personal development. The student is expected to:</p> <ul style="list-style-type: none">(A) evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and(B) participate in leadership and career-development activities
<p>Unit 8: Career Development</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 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</p>	<p>40 Periods 1,800 Minutes</p>	<p>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:</p> <ul style="list-style-type: none">(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

<p>management on the development of the lives of individuals.</p>		<p>(H) apply money-management and financial-planning techniques</p>
<p>Unit 9: Career Retention and Advancement</p> <p>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>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>10. The student identifies skills and characteristics necessary for professional advancement. The student is expected to:</p> <ul style="list-style-type: none"> (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