Texas CTE

Career Development (2010): Grade 11

Adopted 2010

Subchapter B. High School

Career Preparation I

(1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:

(A) identify employment opportunities;

(B) demonstrate the application of essential workplace skills in the career acquisition process;

(C) develop a personal resumé;

(D) complete job search documents, including job applications and I-9 and W-4 forms;

(E) demonstrate proper interview techniques in various situations; and

(F) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, and thank you letters.

(2) The student develops skills for success in the workplace. The student is expected to:

(A) identify and model appropriate grooming and appearance for the workplace;

(B) demonstrate dependability, punctuality, and initiative;

(C) research positive interpersonal skills, including respect for diversity;

(D) model appropriate business and personal etiquette in the workplace;

(E) exhibit productive work habits, ethical practices, and a positive attitude;

(F) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;

(G) identify how to prioritize work to fulfill responsibilities and meet deadlines;

(H) evaluate the relationship of good physical and mental health to job success and personal achievement; and

(I) demonstrate effective methods to secure, maintain, and terminate employment.

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(3) The student applies work ethics, employer expectations and interactions with diverse populations, and communication skills in the workplace. The student is expected to:

(A) illustrate how personal integrity affects human relations on the job;

(B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;

(C) analyze employer expectations;

(D) demonstrate respect for the rights of others;

(E) develop listening skills;

(F) apply effective listening skills used in the workplace;

(G) identify ethical standards; and

(H) comply with organizational policies and procedures.

(4) The student applies academic skills to job skills. The student is expected to:

(A) apply mathematical skills to business transactions;

(B) develop a personal budget based on a career choice;

(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems; and

(D) organize, write, and compile workplace business documents.

(5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:

(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.

(6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:

(A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and

(B) develop effective leadership skills through participation in activities such as career and technical student organizations.

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(7) The student applies concepts and skills related to safety at the workplace. The student is expected to:

(A) identify and apply safe working practices related to training station;

(B) demonstrate knowledge of personal and occupational safety practices in the workplace;

(C) offer solutions related to unsafe work practices and attitudes;

(D) explain Occupational Safety and Health Administration regulations in the workplace; and

(E) determine health and wellness practices that influence job performance.

(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:

(A) analyze the future employment outlook in the occupational area;

(B) describe entrepreneurial opportunities in the occupational area;

(C) compare rewards and demands for various levels of employment in a variety of careers;

(D) evaluate strategies for career retention and advancement in response to the changing global workplace;

(E) summarize the rights and responsibilities of employers and employees; and

(F) determine effective money-management and financial-planning techniques.

(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:

(A) evaluate and compare employment options, including salaries and benefits;

(B) compare rewards and demands for various levels of employment in a variety of careers;

(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and

(D) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Problems and Solutions

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(1) The student applies mathematics, science, English language arts, and social studies in independent study. The student is expected to:

(A) select an original independent study project for personal enrichment and professional development;

(B) use reading and research skills to investigate self-selected topics and compile a research portfolio;

(C) collaborate with an interdisciplinary team to develop a project;

(D) identify community, state, national, or international issues to select a project;

(E) conduct a project under the supervision of a mentor;

(F) use scientific methods of investigation;

(G) apply statistical concepts to analyze data, evaluate results, and draw conclusions;

(H) compare and contrast findings in a coherent and organized manner; and

(I) present the independent research project to an appropriate audience of experts in the field using a variety of technologies.

(2) The student uses verbal and nonverbal communication skills. The student is expected to:

(A) listen actively and effectively in group discussions;

(B) use a variety of resources to access, process, and collect data relevant to the project; and

(C) document the time and cost to accomplish the project goal.

(3) The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:

(A) analyze ethical challenges posed by factors such as cost containment, new and emerging technologies, and allocation of limited resources; and

(B) review legal issues related to the research project.

(4) The student designs and develops a research project related to their career interests. The student is expected to:

(A) identify processes to be used in the independent research project; and

(B) use resources to complete a project.

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(5) The student uses technology needed to complete a research project. The student is expected to:

(A) use search engines, databases, and other digital electronic tools effectively to locate information;

(B) evaluate quality, accuracy, completeness, reliability, and currency of information from any source;

(C) prepare, organize, and present independent research, mentor experiences, and processes;

(D) accept constructive criticism and revise personal views when valid evidence warrants; and

(E) prepare and present scientific/technical information in appropriate formats to a panel of experts in the field of the research project.

(6) The student evaluates the original research project. The student is expected to:

(A) create weekly progress reports that address time management and goal setting;

(B) meet periodically with the teacher for conferences about progress, concerns, successes, and needs;

(C) conduct self-evaluations of speech presentations;

(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;

(E) analyze the feedback from the panel of experts; and

(F) submit project results and analysis to mentors and experts.