

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.
- (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.
- (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

- (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.
- (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.