



## ~~2021 Keystone~~

~~Program CIP: 37.0103 Personal Decision-Making Skills~~

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~~Published by:~~

<del>Office of Career and Technical Education</del>	<del>Research and Curriculum Unit</del>
<del>Mississippi Department of Education</del>	<del>Mississippi State University</del>
<del>Jackson, MS 39205</del>	<del>Mississippi State, MS 39762</del>

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~~The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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## Acknowledgments

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The Keystone curriculum was presented to the Mississippi Board of Education on February 25, 2021. The following persons were serving on the state board at the time:

~~Dr. Carey M. Wright, state superintendent of education~~  
~~Dr. Jason S. Dean, chair~~  
~~Mr. Glen East~~  
~~Ms. Rosemary G. Aultman~~  
~~Dr. Karen Elam~~  
~~Dr. Angela Bass~~  
~~Dr. Ronnie McGehee~~  
~~Mr. Omar G. Jamil~~  
~~Ms. Amy Zhang~~

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Keystone curriculum:

~~Wendy Clemons, the executive director of the MDE Office of Secondary Education and Professional Development, supported the RCU and teachers throughout the development of the framework and supporting materials.~~  
~~Dr. Aimee Brown, the state director of the MDE Office of Career and Technical Education (CTE), supported the RCU and teachers throughout the development of the framework and supporting materials.~~  
~~Melissa Luckett, an instructional design specialist with the RCU, researched and authored this framework. [melissa.luckett@reu.msstate.edu](mailto:melissa.luckett@reu.msstate.edu)~~

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

~~Kristy Alspaugh, Clinton High School, Clinton~~  
~~Meg Barnes, Petal High School, Petal~~  
~~Marie Bond, Gautier Middle School, Pascagoula~~  
~~Julie Bryan, Gautier Middle School, Pascagoula~~  
~~Chimere Craft, Sumner Hill Junior High School, Clinton~~  
~~Michelle Davis, William Colmer Middle School, Pascagoula~~  
~~Cindy Ehrhardt, Florence Middle School, Florence~~  
~~Felecia Flanagan, T.L. Weston Middle School, Greenville~~  
~~Sara Frazz, Millsaps Career and Technical Center, Starkville~~  
~~Crystal Gray, Sumner Hill Junior High School, Clinton~~  
~~Kendra Hall, Coleman Middle School, Greenville~~  
~~Sarah Lawrence, William Colmer Middle School, Pascagoula~~  
~~Linda Price, Millsaps Career and Technical Center, Starkville~~  
~~Amy Rummage, Northwest Rankin Middle School, Flowood~~

Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:

~~Dr. Louella Mack-Webster, Keystone program supervisor for the MDE Office of CTE~~  
~~Betsey Smith, director of the RCU~~  
~~Sam Watts, curriculum manager for the RCU~~

## Standards

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Standards and alignment crosswalks are referenced in the appendices. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE Keystone curriculum is aligned to the following standards:

### **International Society for Technology in Education Standards (ISTE)**

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.  
[iste.org](http://iste.org)

### **College and Career Ready Standards**

College and career readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College and Career Ready Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.  
[mde.k12.ms.us/mccrs](http://mde.k12.ms.us/mccrs)

### **Framework for 21st Century Learning**

In defining 21st century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).  
[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

## Preface

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Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers:

~~Curriculum, Assessment, Professional Learning~~

~~Program resources can be found at the RCU's website, [reu.msstate.edu](http://reu.msstate.edu).~~

~~Learning Management System: An Online Resource~~

~~Learning management system information can be found at the RCU's website, under Professional Learning.~~

Should you need additional instructions, call the RCU at 662.325.2510.

# Executive Summary

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## **Course Description**

Keystone is a course to be taught in either seventh, eighth, or ninth grade and is to be used as an introduction to career pathways and career decision-making. The course was developed specifically to meet the needs of those schools participating in career academies. This introductory course includes content in self-development, career clusters, pathways, and choices, as well as financial planning. The course is designed to be taught in a “flipped” classroom environment where students are introduced to the content outside of class and experience the content during class.

## **Grade Level and Class Size**

Students should be enrolled in seventh, eighth, or ninth grade in order to take Keystone. Exceptions to this are a district level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses such as this.

## **Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

## **Professional Learning**

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.



## Course Outline

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### Keystone—Course Code: 990002

Unit	Unit Name	Hours
1	Orientation, Course Introduction, and Ethics	15
2	Learning and Personality Styles	5
3	The 16 National Career Clusters: Agriculture, Food and Natural Resources	5
4	The 16 National Career Clusters: Architecture and Construction	5
5	The 16 National Career Clusters: Arts, A/V Technology and Communications	5
6	The 16 National Career Clusters: Business Management and Administration	5
7	The 16 National Career Clusters: Education and Training	5
8	The 16 National Career Clusters: Finance	5
9	The 16 National Career Clusters: Government and Public Administration	5
10	The 16 National Career Clusters: Health Science	5
11	The 16 National Career Clusters: Hospitality and Tourism	5
12	The 16 National Career Clusters: Human Services	5
13	The 16 National Career Clusters: Information Technology	5
14	The 16 National Career Clusters: Law, Public Safety, Corrections and	5
15	The 16 National Career Clusters: Manufacturing	5
16	The 16 National Career Clusters: Marketing	5
17	The 16 National Career Clusters: Science, Technology, Engineering and Math	5
18	The 16 National Career Clusters: Transportation, Distribution and Logistics	5
19	Financial Literacy/Reality Fair	20
20	College and Career Focus	20
<b>Total</b>		<b>140</b>

# Career Pathway Outlook

## Overview

The Keystone course provides an overview of the 16 Career Clusters in the National Career Clusters Framework. The overview will consist of various jobs, earnings, and requirements for students to explore throughout the course.

## Needs of the Future Workforce

Data for this synopsis were compiled from employment projections prepared by the U.S. Census Bureau, the U.S. Bureau of Labor Statistics (2019), and the Mississippi Department of Employment Security (2019).

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Hourly Earnings, 2019
Management Occupations	63,150	68,070	4,920	7.8	\$39.19
Business and Financial Operations Occupations	32,730	34,440	1,710	5.2	\$29.23
Computer and Mathematical Occupations	12,210	13,030	820	6.7	\$33.62
Architecture and Engineering Occupations	15,320	16,410	1,090	7.1	\$36.01
Life, Physical, and Social Science Occupations	7,260	7,660	400	5.5	\$29.84
Community and Social Service Occupations	15,120	16,490	1,370	9.1	\$18.99
Legal Occupations	6,040	6,300	260	4.3	\$35.75
Education, Training, and Library Occupations	77,340	84,310	6,970	9.0	\$21.24
Arts, Design, Entertainment, Sports, and Media Occupations	8,660	8,880	220	2.5	\$22.35
Healthcare Practitioners and Technical Occupations	78,060	84,220	6,160	7.9	\$30.86
Healthcare Support Occupations	31,400	34,830	3,430	10.9	\$12.37
Protective Service Occupations	32,540	33,690	1,150	3.5	\$15.90
Food Preparation and Serving Related Occupations	97,530	109,540	12,010	12.3	\$10.16
Building and Grounds Cleaning and Maintenance Occupations	39,020	42,480	3,460	8.9	\$11.34
Personal Care and Service Occupations	34,890	38,320	3,430	9.8	\$11.22
Sales and Related Occupations	122,620	127,230	4,610	3.8	\$14.61

Office and Administrative Support Occupations	171,440	168,460	(2,980)	(1.7)	\$15.61
Farming, Fishing, and Forestry Occupations	13,980	13,700	(280)	(2.0)	\$17.64
Construction and Extraction Occupations	44,980	47,290	2,310	5.1	\$19.24
Installation, Maintenance, and Repair Occupations	54,030	57,420	3,390	6.3	\$20.82
Production Occupations	103,140	103,960	820	0.8	\$16.92
Transportation and Material Moving Occupations	92,550	97,530	4,980	5.4	\$16.01

Source: Mississippi Department of Employment Security; [mdes.ms.gov](http://mdes.ms.gov) (2019).

### **Perkins V Requirements and Academic Infusion**

The Keystone curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for fitness and nutrition careers. Additionally, this curriculum is integrated with academic college and career-readiness standards. Lastly, the curriculum focuses on ongoing and meaningful professional development for teachers, as well as relationships with industry.

### **Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, [mccb.edu](http://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The instructor's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Keystone curriculum. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to careers and scholarship opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Keystone curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Keystone curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Keystone curriculum that will allow and encourage collaboration with professionals in a variety of fields.

### *Project-Based Learning*

The Keystone curriculum is intended to be taught in a student-led, inquiry-based, flipped classroom environment. It is important that the career cluster units in particular be taught in the flipped classroom environment. Students should develop projects based on what they want to research and learn about each cluster. The flipped classroom model suggests that much of this research and information gathering is done *outside* of the classroom, while project work takes place during class time. For more information, please visit [jonbergmann.com](http://jonbergmann.com).

### *Work-Based Learning*

Work-based learning is an extension of understanding competencies taught in the Keystone classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and professionals. Thus, supervised collaboration and immersion into the industry around students are keys to students' success, knowledge, and skills development.

# Professional Organizations

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Association of Career and Technical Education  
[acteonline.org](http://acteonline.org)

Distributive Education Clubs of America  
[deca.org](http://deca.org)

Family, Career, and Community Leaders of America  
[feclainc.org](http://feclainc.org)

Future Business Leaders of America  
[fbla-pbl.org](http://fbla-pbl.org)

Future Educators of America  
[futureeducators.org](http://futureeducators.org)

Future Farmers of America  
[ffa.org](http://ffa.org)

Health Occupational Students of America  
[hosa.org](http://hosa.org)

Mississippi Association of Career and Technical Education  
[mississippiacte.com](http://mississippiacte.com)

SkillsUSA  
[skillsusa.org](http://skillsusa.org)

Technology Student Association  
[tsaweb.org](http://tsaweb.org)

# Using This Document

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## **Suggested Time on Task**

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course. The remaining percentage of class time will include instruction in non-tested material, review for end-of-course testing, and special projects.

## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

## **Teacher Resources**

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at [reu.msstate.edu/curriculum/curriculumdownload.aspx](http://reu.msstate.edu/curriculum/curriculumdownload.aspx). All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, send a Help Desk ticket to the RCU by emailing [helpdesk@reu.msstate.edu](mailto:helpdesk@reu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Many of the units include an enrichment section at the end. If the Keystone program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the Keystone program is using a national certification or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested. It is the responsibility of the teacher to ensure all competencies for the selected assessment are covered throughout the year.

## ~~Unit 1: Orientation, Course Introduction, and Ethics~~

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### **Competencies and Suggested Objectives**

- ~~1. Describe course expectations, school policies, and safety procedures.<sup>DOK1</sup>
  - ~~a. Identify student expectations and policies for the course.~~
  - ~~b. Describe the operating procedures for the equipment utilized in the class.~~~~
- ~~2. Understand the importance of employability skills to be successful in the workplace.<sup>DOK1</sup>
  - ~~a. Demonstrate effective written and verbal communication skills.~~
  - ~~b. Identify proper attire and appearance required for the workplace.~~
  - ~~c. Understand interpersonal skills and the ability to work well with others.~~
  - ~~d. Identify ethical behavior and the proper use of technology in the workplace.~~~~
- ~~3. Explore student organizations related to the sixteen national career clusters.<sup>DOK1</sup>
  - ~~a. Discuss leadership and personal development in accordance with student organizations.~~
  - ~~b. Describe parliamentary procedure.~~
  - ~~c. Discuss officer roles and responsibilities.~~~~

## Unit 2: Learning and Personality Styles

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### Competencies and Suggested Objectives

1. Discover learning and personality styles.<sup>DOK1</sup>
  - a. Complete learning and personality style inventories.
  - b. Identify elements that shape personality development.
    - Character traits
    - Heredity
    - Environment
  - c. Identify conflicts between personality, management styles, and work techniques to manage in the workplace and life.
2. Develop characteristics of highly effective people.<sup>DOK2</sup>
  - a. Participate in activities that strengthen self-motivation.
  - b. Recognize the importance of time management and personal responsibility.



## Unit 3: Agriculture, Food and Natural Resources

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### Competencies and Suggested Objectives

1. Understand career opportunities in the agriculture, food and natural resources career cluster. <sup>DOK2</sup>

a. Research the occupational outlook for jobs in the agriculture, food and natural resources career cluster.

- Career pathways
- Education and training
- Salaries
- Aptitudes

2. Identify the significance of the agriculture, food and natural resources career cluster in society. <sup>DOK3</sup>

a. Research the relationship of careers in agriculture, food and natural resources to society and other careers.

b. Participate in a real-world job scenario associated with the agriculture, food and natural resources career cluster.

## Unit 4: Architecture and Construction

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### Competencies and Suggested Objectives

1. Understand career opportunities in the architecture and construction career cluster. <sup>DOK2</sup>
  - a. Research the occupational outlook for jobs in the architecture and construction career cluster.
    - Career pathways
    - Education and training
    - Salaries
    - Aptitudes
2. Identify the significance of the architecture and construction career cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in architecture and construction to society and other careers.
  - b. Participate in a real world job scenario associated with the architecture and construction career cluster.

## ~~Unit 5: Arts, A/V Technology and Communications~~

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### ~~Competencies and Suggested Objectives~~

~~1. Understand career opportunities in the arts, audio/video technology and communications career cluster. <sup>DOK2</sup>~~

~~— a. Research the occupational outlook for jobs in the arts, audio/video technology and communications career cluster.~~

- ~~● Career pathways~~
- ~~● Education and training~~
- ~~● Salaries~~
- ~~● Aptitudes~~

~~2. Identify the significance of the arts, audio/video technology and communications career cluster in society. <sup>DOK2</sup>~~

~~a. Research the relationship of careers in arts, audio/video technology and communications to society and other careers.~~

~~b. Participate in a real-world job scenario associated with the arts, audio/video technology and communications career cluster.~~

## Unit 6: Business Management and Administration

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### Competencies and Suggested Objectives

1. Understand career opportunities in the business management and administration career cluster. <sup>DOK2</sup>

a. Research the occupational outlook for jobs in the business management and administration career cluster.

- Career pathways
- Education and training
- Salaries
- Aptitudes

2. Identify the significance of the business management and administration career cluster in society. <sup>DOK2</sup>

a. Research the relationship of careers in business management and administration to society and other careers.

b. Participate in a real-world job scenario associated with the business management and administration career cluster.

## Unit 7: Education and Training

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### **Competencies and Suggested Objectives**

- ~~1. Understand career opportunities in the education and training career cluster. <sup>DOK2</sup>~~
  - ~~a. Research the occupational outlook for jobs in the education and training career cluster.~~
    - ~~• Career pathways~~
    - ~~• Education and training~~
    - ~~• Salaries~~
    - ~~• Aptitudes~~
- ~~2. Identify the significance of the education and training career cluster in society. <sup>DOK2</sup>~~
  - ~~a. Research the relationship of careers in education and training to society and other careers.~~
  - ~~b. Participate in a real-world job scenario associated with the education and training career cluster.~~

## Unit 8: Finance

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### **Competencies and Suggested Objectives**

- ~~1. Understand career opportunities in the finance career cluster.<sup>DOK2</sup>~~
  - ~~a. Research the occupational outlook for jobs in the finance career cluster.~~
    - ~~• Career pathways~~
    - ~~• Education and training~~
    - ~~• Salaries~~
    - ~~• Aptitudes~~
- ~~2. Identify the significance of the finance career cluster in society.<sup>DOK2</sup>~~
  - ~~a. Research the relationship of careers in finance to society and other careers.~~
  - ~~b. Participate in a real-world job scenario associated with the finance career cluster.~~

## Unit 9: Government and Public Administration

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### Competencies and Suggested Objectives

1. Understand career opportunities in the government and public administration career cluster. <sup>DOK2</sup>
  - a. Research the occupational outlook for jobs in the government and public administration career cluster.
    - Career pathways
    - Education and training
    - Salaries
    - Aptitudes
2. Identify the significance of the government and public administration career cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in government and public administration to society and other careers.
  - b. Participate in a real-world job scenario associated with the government and public administration career cluster.

## Unit 10: Health Science

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### **Competencies and Suggested Objectives**

1. Understand career opportunities in the health science career cluster. <sup>DOK2</sup>

a. Research the occupational outlook for jobs in the health science career cluster.

- Career pathways
- Education and training
- Salaries
- Aptitudes

2. Identify the significance of the health science career cluster in society. <sup>DOK2</sup>

a. Research the relationship of careers in health science to society and other careers.

b. Participate in a real-world job scenario associated with the health science career cluster.



## Unit 11: Hospitality and Tourism

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### Competencies and Suggested Objectives

1. Understand career opportunities in the hospitality and tourism career cluster. <sup>DOK2</sup>
  - a. Research the occupational outlook for jobs in the hospitality and tourism career cluster.
    - Career pathways
    - Education and training
    - Salaries
    - Aptitudes
2. Identify the significance of the hospitality and tourism career cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in hospitality and tourism to society and other careers.
  - b. Participate in a real world job scenario associated with the hospitality and tourism career cluster.

## Unit 12: Human Services

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### **Competencies and Suggested Objectives**

- ~~1. Understand career opportunities in the human services career cluster. <sup>DOK2</sup>~~
  - ~~a. Research the occupational outlook for jobs in the human services career cluster.~~
    - ~~• Career pathways~~
    - ~~• Education and training~~
    - ~~• Salaries~~
    - ~~• Aptitudes~~
- ~~2. Identify the significance of the human services career cluster in society. <sup>DOK2</sup>~~
  - ~~a. Research the relationship of careers in human services to society and other careers.~~
  - ~~b. Participate in a real-world job scenario associated with the human services career cluster.~~

## Unit 13: Information Technology

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### Competencies and Suggested Objectives

1. Understand career opportunities in the information technology career cluster. <sup>DOK2</sup>
  - a. Research the occupational outlook for jobs in the information technology career cluster.
    - Career pathways
    - Education and training
    - Salaries
    - Aptitudes
2. Identify the significance of the information technology career cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in information technology to society and other careers.
  - b. Participate in a real world job scenario associated with the information technology career cluster.

## Unit 14: Law, Public Safety, Corrections, and Security

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### Competencies and Suggested Objectives

1. Understand career opportunities in the law, public safety, corrections, and security career cluster.<sup>DOK2</sup>

a. Research the occupational outlook for jobs in the law, public safety, corrections, and security career cluster.

- Career pathways
- Education and training
- Salaries
- Aptitudes

2. Identify the significance of the law, public safety, corrections, and security career cluster in society.<sup>DOK2</sup>

a. Research the relationship of careers in law, public safety, corrections, and security to society and other careers.

b. Participate in a real-world job scenario associated with the law, public safety, corrections, and security career cluster.

## Unit 15: Manufacturing

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### **Competencies and Suggested Objectives**

- ~~1. Understand career opportunities in the manufacturing career cluster. <sup>DOK2</sup>~~
  - ~~a. Research the occupational outlook for jobs in the manufacturing career cluster.~~
    - ~~• Career pathways~~
    - ~~• Education and training~~
    - ~~• Salaries~~
    - ~~• Aptitudes~~
- ~~2. Identify the significance of the manufacturing career cluster in society. <sup>DOK2</sup>~~
  - ~~a. Research the relationship of careers in manufacturing to society and other careers.~~
  - ~~b. Participate in a real-world job scenario associated with the manufacturing career cluster.~~

## Unit 16: Marketing

---

### **Competencies and Suggested Objectives**

- ~~1. Understand career opportunities in the marketing career cluster. <sup>DOK2</sup>~~
  - ~~a. Research the occupational outlook for jobs in the marketing career cluster.~~
    - ~~• Career pathways~~
    - ~~• Education and training~~
    - ~~• Salaries~~
    - ~~• Aptitudes~~
- ~~2. Identify the significance of the marketing career cluster in society. <sup>DOK2</sup>~~
  - ~~a. Research the relationship of careers in marketing to society and other careers.~~
  - ~~b. Participate in a real-world job scenario associated with the marketing career cluster.~~

# ~~Unit 17: Science, Technology, Engineering and Math~~

---

## ~~Competencies and Suggested Objectives~~

~~1. Understand career opportunities in the science, technology, engineering and math career cluster. <sup>DOK2</sup>~~

~~— a. Research the occupational outlook for jobs in the science, technology, engineering and math career cluster.~~

- ~~● Career pathways~~
- ~~● Education and training~~
- ~~● Salaries~~
- ~~● Aptitudes~~

~~2. Identify the significance of the science, technology, engineering and math career cluster in society. <sup>DOK2</sup>~~

~~— a. Research the relationship of careers in science, technology, engineering and math to society and other careers.~~

~~— b. Participate in a real-world job scenario associated with the science, technology, engineering and math career cluster.~~

## Unit 18: Transportation, Distribution and Logistics

---

### Competencies and Suggested Objectives

1. Understand career opportunities in the transportation, distribution and logistics career cluster. <sup>DOK2</sup>

a. Research the occupational outlook for jobs in the transportation, distribution and logistics career cluster.

- Career pathways
- Education and training
- Salaries
- Aptitudes

2. Identify the significance of the transportation, distribution and logistics career cluster in society. <sup>DOK2</sup>

a. Research the relationship of careers in transportation, distribution and logistics to society and other careers.

b. Participate in a real-world job scenario associated with the transportation, distribution and logistics career cluster.



## Unit 19: Financial Literacy/Reality Fair

<b>Competencies and Suggested Objectives</b>
<p>1. Understand how employment relates to the needs and functions of society.<sup>-DOK2</sup></p> <ul style="list-style-type: none"><li>a. Describe how the U.S. economy operates as a free enterprise system.<ul style="list-style-type: none"><li>● Consumers</li><li>● Producers</li><li>● Supply and demand</li><li>● Competition</li></ul></li><li>b. Explain how the global economy affects individuals, communities, and our country.</li><li>c. Examine how socio-economic factors and technology affect employment trends.</li></ul>
<p>2. Create a personal budget.<sup>-DOK3</sup></p> <ul style="list-style-type: none"><li>a. Identify reasons to keep track of spending habits.</li><li>b. Identify sources of income and expenses.</li><li>c. Explain the concept of “paying yourself first.”</li><li>d. Identify goals of saving.</li><li>e. Examine types of saving and investing.</li></ul>
<p>3. Research the options for the best credit for personal financial use.<sup>-DOK2</sup></p> <ul style="list-style-type: none"><li>a. Examine the types and the cost of credit.<ul style="list-style-type: none"><li>● Student loans</li><li>● Credit cards</li><li>● Debit cards</li><li>● Mortgage loans</li><li>● Auto loans</li></ul></li><li>b. Compare the advantages and disadvantages of using credit.</li><li>c. Discover credit history and what actions affect credit reports.</li></ul>
<p>4. Understand the significance of debt.<sup>-DOK1</sup></p> <ul style="list-style-type: none"><li>a. Identify the different types and causes of debt.</li><li>b. Identify ways to manage debt.<ul style="list-style-type: none"><li>● Budgeting</li><li>● Monitoring credit score</li></ul></li></ul>
<p>5. Demonstrate the proper use of financial documents and transactions.<sup>-DOK2</sup></p> <ul style="list-style-type: none"><li>● Deposit slips</li><li>● Checks</li><li>● Debit card transaction</li><li>● Credit card transactions</li><li>● Bank statements</li><li>● Check registers</li></ul>

## Unit 20: College and Career Focus

---

### Competencies and Suggested Objectives

1. Understand essential skills and techniques for employability. <sup>DOK2</sup>
  - a. Identify soft and transferable skills essential for employment.
  - b. Demonstrate effective interview techniques and behavior.
  - c. Identify proper job application techniques.
2. Explore local and national career opportunities. <sup>DOK1</sup>
  - a. Utilize various sources to research career information.
    - Career planning software
    - College planning tool
    - Government databases
  - b. Discover essential career exploration information.
    - Job responsibilities
    - Job skills
    - Education and training
    - Salary
    - Projected growth
  - c. Evaluate work sites and/or participate in virtual field trips.
3. Develop a five-year plan for high school, college and/or career. <sup>DOK3</sup>
  - a. Determine goals related to desired career/profession.
  - b. Identify the program of study in necessary high school and college for desired career.
    - Courses
    - Electives
    - Extracurricular activities
  - c. Explore financial opportunities that assist with college costs.
    - Financial aid programs
    - Scholarships

# Student Competency Profile

Student Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Orientation, Course Introduction, and Ethics</b>	
	1. Identify course expectations, district and school policies, and safety procedures related to the Keystone course.
	2. Understand the importance of employability skills to be successful in the workplace.
	3. Explore student organizations related to the sixteen national career clusters.
<b>Unit 2: Learning and Personality Styles</b>	
	1. Discover learning and personality styles.
	2. Develop characteristics of highly effective people.
<b>Unit 3: Agriculture, Food and Natural Resources</b>	
	1. Understand career opportunities in the agriculture, food and natural resources career cluster.
	2. Identify the significance of the agriculture, food and natural resources career cluster in society.
<b>Unit 4: Architecture and Construction</b>	
	1. Understand career opportunities in the architecture and construction career cluster.
	2. Identify the significance of the architecture and construction career cluster in society.
<b>Unit 5: Arts, A/V Technology and Communications</b>	
	1. Understand career opportunities in the arts, audio/video technology and communications career cluster.
	2. Identify the significance of the arts, audio/video technology and communications career cluster in society.
<b>Unit 6: Business Management and Administration</b>	
	1. Understand career opportunities in the business management and administration career cluster.
	2. Identify the significance of the business management and administration career cluster in society.

<b>Unit 7: Education and Training</b>	
1.	Understand career opportunities in the education and training career cluster.
2.	Identify the significance of the education and training career cluster in society.
<b>Unit 8: Finance</b>	
1.	Understand career opportunities in the finance career cluster.
2.	Identify the significance of the finance career cluster in society.
<b>Unit 9: Government and Public Administration</b>	
1.	Understand career opportunities in the government and public administration career cluster.
2.	Identify the significance of the government and public administration career cluster in society.
<b>Unit 10: Health Science</b>	
1.	Understand career opportunities in the health science career cluster.
2.	Identify the significance of the health science career cluster in society.
<b>Unit 11: Hospitality and Tourism</b>	
1.	Understand career opportunities in the hospitality and tourism career cluster.
2.	Identify the significance of the hospitality and tourism career cluster in society.
<b>Unit 12: Human Services</b>	
1.	Understand career opportunities in the human services career cluster.
2.	Identify the significance of the human services career cluster in society.
<b>Unit 13: Information Technology</b>	
1.	Understand career opportunities in the information technology career cluster. <sup>DOK2</sup>
2.	Identify the significance of the information technology career cluster in society.
<b>Unit 14: Law, Public Safety, Corrections, and Security</b>	
1.	Understand career opportunities in the law, public safety, corrections, and security career cluster.
2.	Identify the significance of the law, public safety, corrections, and security career cluster in society.
<b>Unit 15: Manufacturing</b>	
1.	Understand career opportunities in the manufacturing career cluster.
2.	Identify the significance of the manufacturing career cluster in society.
<b>Unit 16: Marketing</b>	
1.	Understand career opportunities in the marketing career cluster.
2.	Identify the significance of the marketing career cluster in society.

<b>Unit 17: Science, Technology, Engineering and Math</b>	
1.	Understand career opportunities in the science, technology, engineering and math career cluster.
2.	Identify the significance of the science, technology, engineering and math career cluster in society.
<b>Unit 18: Transportation, Distribution and Logistics</b>	
1.	Understand career opportunities in the transportation, distribution and logistics career cluster.
2.	Identify the significance of the transportation, distribution and logistics career cluster in society.
<b>Unit 19: Financial Literacy/Reality Fair</b>	
1.	Understand how employment relates to the needs and functions of society.
2.	Create a personal budget.
3.	Research the options for the best credit for personal financial use.
4.	Understand the significance of debt.
5.	Demonstrate the proper use of financial documents and transactions.
<b>Unit 20: College and Career Focus</b>	
1.	Understand essential skills and techniques for employability.
2.	Explore local and national career opportunities.
3.	Develop a five year plan for high school, college and/or career.

## Appendix A: 21st Century Skills<sup>1</sup>

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21 <sup>st</sup> Century Standards																					
CS1		*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS2							*		*								*				*
CS3		*	*						*				*		*						
CS4				*							*		*								
CS5		*		*	*											*		*	*		
CS6						*												*			
CS7			*																		*
CS8		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS9				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS10				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS11				*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS12		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS13			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS14		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS15		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CS16		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

### CS1-21st Century Themes

#### CS1—Global Awareness

1. ~~Using 21st century skills to understand and address global issues~~
2. ~~Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts~~
3. ~~Understanding other nations and cultures, including the use of non-English languages~~

#### CS2—Financial, Economic, Business, and Entrepreneurial Literacy

1. ~~Knowing how to make appropriate personal economic choices~~
2. ~~Understanding the role of the economy in society~~
3. ~~Using entrepreneurial skills to enhance workplace productivity and career options~~

#### CS3—Civic Literacy

1. ~~Participating effectively in civic life through knowing how to stay informed and understanding governmental processes~~
2. ~~Exercising the rights and obligations of citizenship at local, state, national, and global levels~~
3. ~~Understanding the local and global implications of civic decisions~~

#### CS4—Health Literacy

1. ~~Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health~~
2. ~~Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction~~
3. ~~Using available information to make appropriate health-related decisions~~
4. ~~Establishing and monitoring personal and family health goals~~
5. ~~Understanding national and international public health and safety issues~~

<sup>1</sup>21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

### **CS5—Environmental Literacy**

- 1.— Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.
- 2.— Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).
- 3.— Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.
- 4.— Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

### **CSS2—Learning and Innovation Skills**

#### **CS6—Creativity and Innovation**

- 1.— Think Creatively
- 2.— Work Creatively with Others
- 3.— Implement Innovations

#### **CS7—Critical Thinking and Problem Solving**

- 1.— Reason Effectively
- 2.— Use Systems Thinking
- 3.— Make Judgments and Decisions
- 4.— Solve Problems

#### **CS8—Communication and Collaboration**

- 1.— Communicate Clearly
- 2.— Collaborate with Others

### **CSS3—Information, Media and Technology Skills**

#### **CS9—Information Literacy**

- 1.— Access and Evaluate Information
- 2.— Use and Manage Information

#### **CS10—Media Literacy**

- 1.— Analyze Media
- 2.— Create Media Products

#### **CS11—ICT Literacy**

- 1.— Apply Technology Effectively

### **CSS4—Life and Career Skills**

#### **CS12—Flexibility and Adaptability**

- 1.— Adapt to change
- 2.— Be Flexible

#### **CS13—Initiative and Self-Direction**

- 1.— Manage Goals and Time
- 2.— Work Independently
- 3.— Be Self-directed Learners

#### **CS14—Social and Cross-Cultural Skills**

- ~~1. Interact Effectively with others~~
- ~~2. Work Effectively in Diverse Teams~~
- ~~**CS15—Productivity and Accountability**~~
  - ~~1. Manage Projects~~
  - ~~2. Produce Results~~
- ~~**CS16—Leadership and Responsibility**~~
  - ~~1. Guide and Lead Others~~
  - ~~2. Be Responsible to Others~~







MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

## 2025 Exploring Careers

Program CIP: 37.0103— Personal Decision-Making Skills

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Published by:

Office of Career and Technical Education  
Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances the intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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# Acknowledgments

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The Exploring Careers was presented to the Mississippi State Board of Education on January 16, 2025. The following persons were serving on the state board at the time:

Dr. Lance Evans, State Superintendent of Education, Executive Secretary  
Mr. Glen East, Chair  
Mr. Matt Miller, Vice-Chair  
Dr. Ronnie McGehee  
Mr. Bill Jacobs  
Mr. Mike Pruitt  
Ms. Mary Werner  
Dr. Wendi Barrett  
Ms. Billye Jean Stroud  
Mr. Matt Mayo  
Ms. Kate Riddle  
Mr. Crosby Parker

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the Exploring Careers curriculum:

Brett Robinson, the associate state superintendent of the MDE Office of Career and Technical Education (CTE) and Workforce Development, supported the RCU and teachers throughout the development of the framework and supporting materials.  
Dr. Louella Mack-Webster, the Exploring Careers program supervisor of the MDE Office of CTE, supported the RCU and teachers throughout developing the framework and supporting materials.  
Betsey Smith, the director of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.  
Courtney McCubbins, the curriculum and assessment manager of the RCU, supported RCU staff and teachers throughout the development of this framework and supporting materials.  
Chance Carden, a project manager with the RCU, researched and authored this framework.

Special thanks are extended to the educators who contributed to the development and revision of this framework and supporting materials:

Alisha Davis, Canton Ninth Grade Academy, Canton  
Cindy Ehrhardt, Florence Middle School, Florence  
Kelly Lamerson, Meridian High School, Meridian  
Paige Morgan, Academy of Innovation, Vicksburg  
Amy Rummage, Northwest Rankin Middle School, Flowood  
Melissa Whitehead, Vicksburg Junior High School, Vicksburg

# Standards

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Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi’s CTE Exploring Careers curriculum is aligned to the following standards:

## **International Society for Technology in Education Standards (ISTE)**

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## **College- and Career-Readiness Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

[mdek12.org/oea/college-and-career-readiness-standards](http://mdek12.org/oea/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st-Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills.

[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

# Preface

---

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

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The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://rcu.msstate.edu).

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, contact the RCU at 662.325.2510 or [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

# Executive Summary

---

## Course Description

Exploring Careers is a course to be taught in either seventh, eighth, or ninth grade and used as an introduction to career pathways and decision-making. The course was developed specifically to meet the needs of those schools participating in career academies. This introductory course includes content on self-development, Advance CTE’s National Career Clusters Framework (revised 2024), pathways, choices, and financial planning. The course is designed to be taught in a “flipped” classroom environment where students explore and experience the content in and outside the classroom.

## Grade Level and Class Size Recommendations

It is recommended that students be enrolled in this course in seventh, eighth, or ninth grade. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 25 students is recommended for classroom-based courses such as this.

## Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
  2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
  3. Instructor approval and Test of Adult Basic Education (TABE) reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
  2. Instructor approval
- or**
1. Instructor approval

## Assessment

The latest assessment blueprint for the curriculum can be found at [rcu.msstate.edu/curriculum](http://rcu.msstate.edu/curriculum).

## Applied Academic Credit

The latest academic credit information can be found at [mdek12.org/ese/approved-course-for-the-secondary-schools](http://mdek12.org/ese/approved-course-for-the-secondary-schools).

## Teacher Licensure

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

## Professional Learning

If you have specific questions about the content of any training sessions provided, please contact the RCU at 662.325.2510 or [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).



# Course Outline

---

This curriculum consists of one 1-credit course.

## Exploring Careers—Course Code: 990002

Unit	Unit Title	Hours
1	Orientation and Ethics	15
2	Learning and Personality Styles	5
3	Advanced Manufacturing	5
4	Agriculture	5
5	Arts, Entertainment, and Design	5
6	Construction	5
7	Digital Technology	5
8	Education	5
9	Energy and Natural Resources	5
10	Financial Services	5
11	Health and Human Services	5
12	Hospitality and Events	5
13	Management and Entrepreneurship	5
14	Marketing and Sales	5
15	Public Service and Safety	5
16	Supply Chain and Transportation	5
17	College and Career Readiness	25
18	Financial Literacy/Reality Fair	25
<b>Total</b>		<b>140</b>

# Career Pathway Outlook

---

## Overview

The Exploring Careers course is designed to prepare students with a general understanding of employment in occupational fields, covering all Career Clusters found within Advance CTE’s National Career Clusters Framework, revised in 2024. Students enrolled in this course will develop employability skills and an understanding of varied occupational requirements. They will hone their professional skills through communicating effectively with fellow classmates and with a comprehensive range of industry professionals. This course may assist them in developing a clear and decisive career path by setting actionable goals. They will examine occupations related to Advanced Manufacturing; Agriculture; Arts, Entertainment, and Design; Construction; Digital Technology; Education; Energy and Natural Resources; Financial Services; Health and Human Services; Hospitality and Events; Management and Entrepreneurship; Marketing and Sales; Public Service and Safety; and Supply Chain and Transportation.

Most occupations related to those Career Clusters will require at least a high school diploma, although careers with the highest earnings potential—engineers, lawyers, medical professionals, managers, postsecondary teachers, research analysts, scientists, social workers, software developers, veterinarians, and writers, for example—require advanced degrees. Considering that, the students will survey some of Mississippi’s two-year and four-year post-secondary degree programs and relevant industries. This will help them clarify a list of career fields they may intend to pursue.

## Needs of the Future Workforce

The U.S. Bureau of Labor and Statistics lists the top twenty-fastest growing occupations nationally through 2032. Those occupations listed successively by the national rate of growth are: wind turbine service technicians (45%); nurse practitioners (45%); data scientists (35%); statisticians (32%); information security analysts (32%); medical and health services managers (28%); epidemiologists (27%); physician assistants (27%); physical therapist assistants (26%); software developers (26%); occupational therapy assistants (24%); actuaries (23%); computer and information research scientists (23%); operations research analysts (23%); solar photovoltaic installers (22%); home health and personal care aides (22%); taxi drivers (21%); personal care and service workers, all other (21%); veterinary technologists and technicians (21%); veterinary assistants and laboratory animal caretakers (20%). The patterns of growth shown below in Table 1.1 display a concise range of occupations within all Career Clusters.

Table 1.1: Current and Projected Occupation Report

<b>Description</b>	<b>Jobs, 2020</b>	<b>Projected Jobs, 2030</b>	<b>Change (Number)</b>	<b>Change (Percent)</b>	<b>Average Hourly Earnings, 2024</b>
Architecture and Engineering Occupations	15,820	16,610	790	5.0%	\$39.16
Arts, Design, Entertainment, Sports, and Media Occupations	12,100	12,730	630	5.2%	\$24.07

Building and Grounds Cleaning and Maintenance Occupations	39,670	47,460	7,790	19.6%	\$13.85
Business and Financial Operations Occupations	41,920	44,540	2,620	6.3%	\$33.65
Community and Social Service Occupations	18,530	21,240	2,710	14.6%	\$21.91
Computer and Mathematical Occupations	14,970	15,600	630	4.2%	\$36.54
Construction and Extraction Occupations	51,130	53,810	2,680	5.2%	\$23.30
Education, Training, and Library Occupations	70,680	77,760	7,080	10.0%	\$23.51
Farming, Fishing, and Forestry Occupations	10,510	11,040	530	5.0%	\$19.79
Food Preparation and Serving Related Occupations	95,150	121,380	26,230	27.6%	\$12.33
Healthcare Practitioners and Technical Occupations	80,570	92,520	11,950	14.8%	\$38.69
Healthcare Support Occupations	46,400	57,030	10,630	22.9%	\$14.42
Installation, Maintenance, and Repair Occupations	55,600	58,480	2,880	5.2%	\$24.18
Legal Occupations	6,440	6,870	430	6.7%	\$41.80
Life, Physical, and Social Science Occupations	8,630	8,950	320	3.7%	\$34.55
Management Occupations	63,570	69,730	6,160	9.7%	\$46.42
Occupational Health and Safety Specialists	710	760	50	7.0%	\$33.68
Office and Administrative Support Occupations	145,870	146,630	760	0.5%	\$18.53
Personal Care and Service Occupations	25,420	29,160	3,740	14.7%	\$16.04
Production Occupations	101,130	103,540	2,410	2.4%	\$20.51
Protective Service Occupations	33,310	37,350	4,040	12.1%	\$18.69

Sales and Related Occupations	118,910	125,090	6,180	5.2%	\$17.86
Transportation and Material Moving Occupations	125,680	136,570	10,890	8.7%	\$19.54

Source: Mississippi Department of Employment Security; [mdes.ms.gov](https://mdes.ms.gov) (2024).

### **Perkins V Requirements and Academic Infusion**

The Exploring Careers curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in a variety of fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them in selecting which career pathway they want to pursue. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

### **Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, [mccb.edu](https://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today’s digital learners through applicable and modern practices. The Exploring Careers educator’s goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students’ background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the Exploring Careers curriculum. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to industry careers and scholarship opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the Exploring Careers curriculum for group work. To function in today’s workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The Exploring Careers curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Exploring Careers curriculum that will allow and encourage collaboration with professionals currently in the variety of fields covered by the course.

### *Work-Based Learning*

Work-based learning is an extension of understanding competencies taught in the exploring careers classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and industry professionals. Thus, supervised collaboration and immersion into the industry around the students are keys to students’ success, knowledge, and skills development.

# Professional Organizations

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Association of Career and Technical Education (ACTE)•  
[acteonline.org](http://acteonline.org)

Distributive Education Clubs of America (DECA)○  
[deca.org](http://deca.org)

Educators Rising  
[educatorsrising.org](http://educatorsrising.org)

Family, Career, and Community Leaders of America (FCCLA)\*  
[fcclainc.org](http://fcclainc.org)

Future Business Leaders of America (FBLA)\*  
[fbla-pbl.org](http://fbla-pbl.org)

Health Occupational Students of America (HOSA)\*  
[hosa.org](http://hosa.org)

Mississippi Association of Career and Technical Education (MSACTE)•  
[mississippiacte.com](http://mississippiacte.com)

The National FFA Organization (FFA)\*  
[ffa.org](http://ffa.org)

SkillsUSA\*  
[skillsusa.org](http://skillsusa.org)

Technology Student Association (TSA)\*  
[tsaweb.org](http://tsaweb.org)

- \* For middle and high school students
- For teachers only
- For high school students only

# Using This Document

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## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Units one and two must be taught chronologically at the beginning of the course; units nineteen and twenty must also be taught chronologically at the end of the course. The Career Cluster units three through eighteen can be taught in the order that best supports student and school context.

## **Teacher Resources**

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or to be added to the guide, send a Help Desk ticket to the RCU by emailing [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

# Unit 1: Orientation and Ethics

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## Competencies and Suggested Objectives

1. Describe course expectations, school policies, and safety procedures. <sup>DOK1</sup>
  - a. Identify student expectations and policies for the course.
  - b. Identify ethical behavior and the proper use of technology in the classroom.
2. Understand the importance of employability skills to be successful in the workplace. <sup>DOK1</sup>
  - a. Demonstrate effective written and verbal communication skills, both in-person and virtually.
  - b. Demonstrate effective presentation skills.
  - c. Identify proper attire and appearance required for the workplace.
  - d. Understand interpersonal skills and the ability to work well with others.
  - e. Identify ethical behavior and the proper use of technology in the workplace.
3. Explore student organizations as they relate to various careers. <sup>DOK1</sup>
  - a. Discuss leadership and personal development in accordance with student organizations.
  - b. Discuss various roles and responsibilities.

## Enrichment

1. Write a formal business letter to a favorite company, either locally or nationally.
2. Partner with the local chamber of commerce to speak with students about professionalism.

**Note:** This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.



## Unit 2: Learning and Personality Styles

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### Competencies and Suggested Objectives

1. Discover learning and personality styles. <sup>DOK1</sup>
  - a. Complete learning and personality style inventories.
  - b. Identify elements that shape personality development (ex., character traits, environment, etc.)
  - c. Determine how various personality and learning styles relate to career choice.
  - d. Identify differences between personalities, management styles, and work techniques and how they impact workplace and life interactions.
2. Develop characteristics of highly effective people. <sup>DOK2</sup>
  - a. Participate in activities that strengthen self-motivation and organization skills.
  - b. Recognize the importance of time management, prioritization, and personal responsibility.

### Enrichment

1. Students conduct an interview with a professional, discussing the professional's experiences in pursuing their career choice. (Students present findings).

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 3: Advanced Manufacturing

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### Competencies and Suggested Objectives

1. Identify the significance of the Advanced Manufacturing Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in advanced manufacturing to society and other careers.
2. Understand career opportunities in the Advanced Manufacturing Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Advanced Manufacturing Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Advanced Manufacturing Career Cluster.
  - c. Determine compatibility with the Advanced Manufacturing Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 4: Agriculture

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### Competencies and Suggested Objectives

1. Identify the significance of the Agriculture Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in agriculture to society and other careers.
2. Understand career opportunities in the Agriculture Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Agriculture Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Agriculture Career Cluster.
  - c. Determine compatibility with the Agriculture Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 5: Arts, Entertainment, and Design

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### Competencies and Suggested Objectives

1. Identify the significance of the Arts, Entertainment, and Design Career Cluster in society.  
DOK2
  - a. Research the relationship of arts, entertainment, and design careers to society and other careers.
2. Understand career opportunities in the Arts, Entertainment, and Design Career Cluster.  
DOK2
  - a. Research the career pathways in the Arts, Entertainment, and Design Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Arts, Entertainment, and Design Career Cluster.
  - c. Determine compatibility with the Arts, Entertainment, and Design Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 6: Construction

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### Competencies and Suggested Objectives

1. Identify the significance of the Construction Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in construction to society and other careers.
2. Understand career opportunities in the Construction Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Construction Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Construction Career Cluster.
  - c. Determine compatibility with the Construction Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 7: Digital Technology

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### Competencies and Suggested Objectives

1. Identify the significance of the Digital Technology Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in digital technology to society and other careers.
2. Understand career opportunities in the Digital Technology Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Digital Technology Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Digital Technology Career Cluster.
  - c. Determine compatibility with the Digital Technology Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 8: Education

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### Competencies and Suggested Objectives

1. Identify the significance of the Education Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in education to society and other careers.
2. Understand career opportunities in the Education Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Education Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Education Career Cluster.
  - c. Determine compatibility with the Education Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 9: Energy and Natural Resources

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### Competencies and Suggested Objectives

1. Identify the significance of the Energy and Natural Resources Career Cluster in society. DOK2
  - a. Research the relationship of energy and natural resources careers to society and other careers.
2. Understand career opportunities in the Energy and Natural Resources Career Cluster. DOK2
  - a. Research the career pathways in the Energy and Natural Resources Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Energy and Natural Resources Career Cluster.
  - c. Determine compatibility with the Energy and Natural Resources Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.



# Unit 10: Financial Services

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## Competencies and Suggested Objectives

1. Identify the significance of the Financial Services Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in financial services to society and other careers.
2. Understand career opportunities in the Financial Services Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Financial Services Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Financial Services Career Cluster.
  - c. Determine compatibility with the Financial Services Career Cluster.

## Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

# Unit 11: Health and Human Services

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## Competencies and Suggested Objectives

1. Identify the significance of the Health and Human Services Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of health and human services careers to society and other careers.
2. Understand career opportunities in the Health and Human Services Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Health and Human Services Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Health and Human Services Career Cluster.
  - c. Determine compatibility with the Health and Human Services Career Cluster.

## Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 12: Hospitality and Events

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### Competencies and Suggested Objectives

1. Identify the significance of the Hospitality and Events Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in hospitality and events to society and other careers.
2. Understand career opportunities in the Hospitality and Events Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Hospitality and Events Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Hospitality and Events Career Cluster.
  - c. Determine compatibility with the Hospitality and Events Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

# Unit 13: Management and Entrepreneurship

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## Competencies and Suggested Objectives

1. Identify the significance of the Management and Entrepreneurship Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in management and entrepreneurship to society and other careers.
2. Understand career opportunities in the Management and Entrepreneurship Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Management and Entrepreneurship Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Management and Entrepreneurship Career Cluster.
  - c. Determine compatibility with the Management and Entrepreneurship Career Cluster.

## Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 14: Marketing and Sales

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### Competencies and Suggested Objectives

1. Identify the significance of the Marketing and Sales Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in marketing and sales to society and other careers.
2. Understand career opportunities in the Marketing and Sales Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Marketing and Sales Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Marketing and Sales Career Cluster.
  - c. Determine compatibility with the Marketing and Sales Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 15: Public Service and Safety

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### Competencies and Suggested Objectives

1. Identify the significance of the Public Service and Safety Career Cluster in society. <sup>DOK2</sup>
  - a. Research the relationship of careers in public service and safety to society and other careers.
2. Understand career opportunities in the Public Service and Safety Career Cluster. <sup>DOK2</sup>
  - a. Research the career pathways in the Public Service and Safety Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Public Service and Safety Career Cluster.
  - c. Determine compatibility with the Public Service and Safety Career Cluster.

### Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

# Unit 16: Supply Chain and Transportation

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## Competencies and Suggested Objectives

1. Identify the significance of the Supply Chain and Transportation Career Cluster in society.  
DOK2
  - a. Research the relationship of careers in supply chain and transportation to society and other careers.
2. Understand career opportunities in the Supply Chain and Transportation Career Cluster.  
DOK2
  - a. Research the career pathways in the Supply Chain and Transportation Career Cluster.
    - Aptitudes
    - Education and training
    - Job opportunities
    - Projected growth
    - Salaries
    - Skills
  - b. Participate in a real-world job scenario associated with the Supply Chain and Transportation Career Cluster.
  - c. Determine compatibility with the Supply Chain and Transportation Career Cluster.

## Enrichment

1. Have a guest speaker with either past or current experience in the Career Cluster speak to students or provide a demonstration.
2. Conduct a field or simulation experience related to the career pathway.

**Note:** Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

## Unit 17: College and Career Readiness

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### Competencies and Suggested Objectives

1. Understand essential skills and techniques for employability. <sup>DOK2</sup>
  - a. Identify professional and transferable skills essential for employment.
  - b. Demonstrate effective interview techniques and behavior.
  - c. Identify proper job application techniques.
2. Develop a post-secondary career plan for a selected career path. <sup>DOK3</sup>
  - a. Research the selected career.
    - Education and training requirements
    - Salaries
    - Skills
    - Aptitudes
    - Projected growth
  - b. Identify the necessary program of study in high school and college for the desired career.
    - Suggested courses
    - Related electives
    - Extracurricular activities
    - Individual Success Plan (ISP)
  - c. Explore financial opportunities that assist with post-secondary costs.
    - Financial aid programs
    - Scholarships
    - Grants

### Enrichment

1. Research college costs (tuition, room and board, etc.) related to post-secondary plans.



## Unit 18: Financial Literacy/Reality Fair

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### Competencies and Suggested Objectives

1. Create a personal budget based on a selected career path salary. <sup>DOK3</sup>
  - a. Identify reasons to keep track of spending habits.
  - b. Identify sources of income and expenses.
  - c. Examine types of saving and investing.
  - d. Differentiate between gross and net income.
2. Examine the types and the cost of credit. <sup>DOK2</sup>
  - a. Compare the advantages and disadvantages of using credit.
  - b. Discover credit history, credit score, and what actions affect credit reports.
    - Student loans
    - Credit cards
    - Debit cards
    - Mortgage loans
    - Auto loans
3. Demonstrate the proper use of financial documents and transactions. <sup>DOK2</sup>
  - Deposit slips
  - Checks
  - Debit card transaction
  - Credit card transactions
  - Bank statements
  - Check registers

### Enrichment

1. Explore and complete various tax forms.

# Student Competency Profile

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Student's Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

<b>Unit 1: Orientation and Ethics</b>	
	1. Describe course expectations, school policies, and safety procedures.
	2. Understand the importance of employability skills to be successful in the workplace.
	3. Explore student organizations as they relate to various careers.
<b>Unit 2: Learning and Personality Styles</b>	
	1. Discover learning and personality styles.
	2. Develop characteristics of highly effective people.
<b>Unit 3: Advanced Manufacturing</b>	
	1. Identify the significance of the Advanced Manufacturing Career Cluster in society.
	2. Understand career opportunities in the Advanced Manufacturing Career Cluster.
<b>Unit 4: Agriculture</b>	
	1. Identify the significance of the Agriculture Career Cluster in society.
	2. Understand career opportunities in the Agriculture Career Cluster.
<b>Unit 5: Arts, Entertainment, and Design</b>	
	1. Identify the significance of the Arts, Entertainment, and Design Career Cluster in society.
	2. Understand career opportunities in the Arts, Entertainment, and Design Career Cluster.
<b>Unit 6: Construction</b>	
	1. Identify the significance of the Construction Career Cluster in society.
	2. Understand career opportunities in the Construction Career Cluster.
<b>Unit 7: Digital Technology</b>	
	1. Identify the significance of the Digital Technology Career Cluster in society.
	2. Understand career opportunities in the Digital Technology Career Cluster.
<b>Unit 8: Education</b>	
	1. Identify the significance of the Education Career Cluster in society.

	2.	Understand career opportunities in the Education Career Cluster.
<b>Unit 9: Energy and Natural Resources</b>		
	1.	Identify the significance of the Energy and Natural Resources Career Cluster in society.
	2.	Understand career opportunities in the Energy and Natural Resources Career Cluster.
<b>Unit 10: Financial Services</b>		
	1.	Identify the significance of the Financial Services Career Cluster in society.
	2.	Understand career opportunities in the Financial Services Career Cluster.
<b>Unit 11: Health and Human Services</b>		
	1.	Identify the significance of the Health and Human Services Career Cluster in society.
	2.	Understand career opportunities in the Health and Human Services Career Cluster.
<b>Unit 12: Hospitality and Events</b>		
	1.	Identify the significance of the Hospitality and Events Career Cluster in society.
	2.	Understand career opportunities in the Hospitality and Events Career Cluster.
<b>Unit 13: Management and Entrepreneurship</b>		
	1.	Identify the significance of the Management and Entrepreneurship Career Cluster in society.
	2.	Understand career opportunities in the Management and Entrepreneurship Career Cluster.
<b>Unit 14: Marketing and Sales</b>		
	1.	Identify the significance of the Marketing and Sales Career Cluster in society.
	2.	Understand career opportunities in the Marketing and Sales Career Cluster.
<b>Unit 15: Public Service and Safety</b>		
	1.	Identify the significance of the Public Service and Safety Career Cluster in society.
	2.	Understand career opportunities in the Public Service and Safety Career Cluster.
<b>Unit 16: Supply Chain and Transportation</b>		
	1.	Identify the significance of the Supply Chain and Transportation Career Cluster in society.
	2.	Understand career opportunities in the Supply Chain and Transportation Career Cluster.
<b>Unit 17: College and Career Readiness</b>		
	1.	Understand essential skills and techniques for employability.
	2.	Develop a post-secondary career plan for a selected career path.
<b>Unit 18: Financial Literacy/Reality Fair</b>		
	1.	Create a personal budget based on a selected career path salary.
	2.	Examine the types and the cost of credit.

	3. Demonstrate the proper use of financial documents and transactions.
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## Appendix A: Industry Standards

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Standards</b>																					
CS1		X																		X	
CS2																				X	X
CS3																					
CS4			X																	X	
CS5																					
CS6																					
CS7		X	X																	X	X
CS8		X	X																	X	
CS9				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CS10																					
CS11																					
CS12			X																	X	
CS13			X																	X	
CS14			X																	X	
CS15			X																	X	
CS16																					

### CSS1-21st Century Themes

#### **CS1 Global Awareness**

1. Using 21st-century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

#### **CS2 Financial, Economic, Business, and Entrepreneurial Literacy**

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

#### **CS3 Civic Literacy**

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national, and global levels
3. Understanding the local and global implications of civic decisions

#### **CS4 Health Literacy**

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

#### **CS5 Environmental Literacy**

1. Demonstrating knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems
2. Demonstrating knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigating and analyzing environmental issues and make accurate conclusions about effective solutions
4. Taking individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CSS2-Learning and Innovation Skills

**CS6 Creativity and Innovation**

1. Think creatively
2. Work creatively with others
3. Implement innovations

**CS7 Critical Thinking and Problem Solving**

1. Reason effectively
2. Use systems thinking
3. Make judgments and decisions
4. Solve problems

**CS8 Communication and Collaboration**

1. Communicate clearly
2. Collaborate with others

CSS3-Information, Media and Technology Skills

**CS9 Information Literacy**

1. Access and evaluate information
2. Use and manage information

**CS10 Media Literacy**

1. Analyze media
2. Create media products

**CS11 ICT Literacy**

1. Apply technology effectively

CSS4-Life and Career Skills

**CS12 Flexibility and Adaptability**

1. Adapt to change
2. Be flexible

**CS13 Initiative and Self-Direction**

1. Manage goals and time
2. Work independently
3. Be self-directed learners

**CS14 Social and Cross-Cultural Skills**

1. Interact effectively with others

2. Work effectively in diverse teams
- CS15 Productivity and Accountability**
1. Manage projects
  2. Produce results
- CS16 Leadership and Responsibility**
1. Guide and lead others
  2. Be responsible to others