

Rationale

When the Howard County Public School System's School of Technology closed in 1995, a new program called Cooperative Work Experience (CWE) was developed to meet the needs of students who had voiced a decision not to pursue college, but to begin to work directly upon graduation. In addition to student needs, the CWE program was designed to meet the needs of the local business community seeking a skilled workforce.

As a result, each of the high schools designated one teacher for marketing and developing the CWE program. These teachers were responsible for student recruitment, classroom instruction, and work-site development as well as work-site supervision of students. The initial draft of the curriculum included goals and objectives for workplace readiness skills; however, the goals and objectives for the career development component were yet to be designed.

During the 2001-02 school year, Cooperative Work Experience teachers met to redesign the program to implement career development, *Skills for Success* as outlined in the SCANS report (Secretary's' Commission on Necessary Skills), and higher academic achievement for all students enrolled in the program.

In the 2001-02 school years, the revised program, Career Research and Development (CRD), replaced Cooperative Work Experience in order to emphasize academic achievement, technology, self-discovery, career development, and work-site experience. This program builds a pathway to higher education courses and professional certifications that meet the growing needs of the 21st century workforce.

The new Howard County Career Research and Development program empowers students to create a vision of the future through quality academic coursework, progressive career development, and appropriate work opportunities. Students who complete the program have mastered the high school Core Learning Goals (Learning, Thinking, Communication, Technology, and Interpersonal) as stated in the Maryland State Department of Education (MSDE) Maryland School performance Programs Skills for Success that, in turn, are based upon the U.S. Department of Labor SCANS Reports for America 2000.

Because of the importance of the MSDE *Skills for Success*, High School Core Learning Goals of Learning (L), Thinking (T), Communication (C), Technology (T), and Interpersonal (I) are part of each goal of the program; and, as such, must be emphasized in every unit. Career Research and Development goals and objectives are based on the Maryland Career Development (MCD) framework. The MCD framework is based on the National Career Development Standards. The goals of the framework assist in guiding students and adults through the career development process and set the stage for lifelong learning.

Career Research and Development is an approved Career and Technology Education (CTE) completer program that prepares students with the academic, technical and workplace skills necessary to seek further education and employment in a career field of their interest upon graduating high school. Students who complete the Scope and Sequence of the Career Research Development Program will meet the CTE graduation requirement by completing the following courses: Career Research and Development I, Career Research and Development II, and Site-Based Work Experience.

Career Research and Development I

Essential Curriculum

GOALS: Students will demonstrate the ability to:

1. Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills and talents, as seen by others, to develop personal, learning and career goals.
2. Use career clusters and pathways in order to understand their relationship to educational achievement and life-long learning.
3. Demonstrate the ability to apply self-knowledge for successful career planning and management using career clusters.
4. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain and advance in one's career.
5. Demonstrate how the ongoing attainment of knowledge and skills enhance one's ability to function and transition effectively in a diverse and changing economy.

Career Research and Development II

Essential Curriculum

GOALS: Students will demonstrate the ability to:

1. Assess career cluster choices and related pathways to develop an academic and career plan.
2. Prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.
3. Demonstrate skills to secure, maintain and advance in their chosen or related career cluster.
4. Demonstrate the ability to analyze authentic workplace issues and concerns in order to develop problem-solving strategies.
5. Re-evaluate how the ongoing attainment of knowledge and skills enhance one's ability to function and transition effectively in a diverse and changing economy.
6. Demonstrate the ability to identify financial literacy skills and apply them to life management.
7. Demonstrate the ability to identify effective consumer strategies and apply them to life management.
8. Demonstrate the ability to re-evaluate their personal traits and professional skills and reassess their future mapping to achieve their ideal life.

**Career Research and Development I
Grade 10-12
Essential Curriculum**

UNIT I: SELF-AWARENESS

Goal: Students will acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills and talents as seen by self and others to develop personal, learning and career goals.

Objectives- The student will be able to:

- a. Identify personality type and evaluate how that type is reflected in career decision-making and educational advancement.
- b. Assess interests and abilities using self-awareness/career interest inventories and integrate a broad range of career interests in a career development plan.
- c. Define personal learning style and assess the impact on career decision-making and educational advancement.
- d. Evaluate lifestyle choices and assess the impact of those choices on career decision-making and educational advancement.
- e. Identify aptitudes and personal preference and how they are reflected in career planning decisions.
- f. Identify personal values and characteristics and assess the impact of these on career decisions.

UNIT II: CAREER AWARENESS

Goal: Students will use career clusters and pathways in order to understand their relationship to educational achievement and life-long learning.

Objectives- The student will be able to:

- a. Understand that balancing personal, leisure, community, learner, and work roles is an important part of one's career development.
- b. Understand the connections among educational achievement, lifelong learning (both formal and informal) and the career options across career pathways.
- c. Demonstrate openness to and consider career options that one might view as nontraditional (i.e., relative to one's gender, race, culture, or ability).
- d. Explore and research career clusters and identify career pathways of interest.
- e. Analyze/compare the industries represented in career clusters and how they relate to the needs and functions of the economy and society.
- f. Relate career assessment results to available local pathway options.
- g. Describe the implications for workers as a result of changes in work organization and technological advances in the workplace.

UNIT III: CAREER EXPLORATION

Goal: Students will apply self-knowledge for successful career planning and management using career clusters.

Objectives- The student will be able to:

- a. Locate information on careers that relate to personal self-knowledge and traits using a variety of career information resources.
- b. Use a specific decision-making model to explore career options.
- c. Apply career information to job search and education planning.
- d. Compose personal and professional goals based on career assessment results.
- e. Design a program sequence for a selected career cluster including post-secondary options.
- f. Describe the impact of one's culture, beliefs, and attitudes on one's career decisions.

UNIT IV: JOB SEEKING AND THE WORLD OF WORK

Goal: Students will explain or illustrate how academic, technical, cross cluster and employability skills are needed to obtain, maintain and advance one's career.

Objectives- The student will be able to:

- a. Demonstrate skills to seek employment such as: write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace.
- b. Practice workplace readiness skills, including *Skills for Success* in the classroom and employment setting.
- c. Develop a career portfolio which includes *Skills for Success* artifacts to demonstrate preparation for employment and/or post-secondary education.
- d. Identify the components and requirements of the *Passport to the Future*, a partnership program with the Howard County Chamber of Commerce.

UNIT V: PERSONAL EFFECTIVENESS

Goal: Students will describe how ongoing attainment of knowledge and skills enhances one's ability to function and make effective transitions in a diverse and changing economy.

Objectives- The student will be able to:

- a. Examine one's personal, leisure, community, learner and work roles and responsibilities, and illustrate how they are interconnected.
- b. Identify the connections between life roles and lifestyle.
- c. Explain that many skills and behaviors are needed to manage one's career development (i.e., resiliency, self-efficacy, ability to scan the environment for trends and changes, having a future perspective, and flexibility).
- d. Describe how education, work, family issues, national crisis and economic/labor market conditions affect decisions.
- e. Explain how society's needs/functions and economic conditions affect one's career development (i.e., demographics, global competition, economic recession, and war).
- f. Evaluate how technology has changed and determine the implications for one's lifelong learning.