

# **Career and Technical Education Adapted CTE Course Blueprint of Essential Standards**

## **Career Development Education**

### ***CC45 Career Management***

Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Academic Services and Instructional Support  
Division of Career and Technical Education  
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Special thanks to the following educators who developed this Adapted CTE Course Blueprint.

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**This Adapted CTE Course Blueprint has been reviewed by business and industry  
representatives for technical content and appropriateness for the industry.**

## Adapted CTE Course Blueprint of Essential Standards

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the National Career Development Association. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with the national standards. Also included are the relative weights of the units and essential standards within the course.

This document will help teachers plan for curriculum delivery for the course, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

### Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy.  <b>Cognitive Process Dimension:</b> 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create  <b>Knowledge Dimension:</b> A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

*Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.*

## **Adapted CTE Course Blueprint of Essential Standards for CC45 CAREER MANAGEMENT**

(Recommended hours of instruction: 135-180)

Essential Std #	Essential Standards and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
<b>Total Course Weight</b>		<b>100%</b>	
<b>1.00</b>	<b>Understand Personal Social Development</b>	<b>33%</b>	<b>B2</b>
	1.01 Develop understanding of yourself to build and maintain a positive self-concept. 1.02 Develop positive interpersonal skills including respect for diversity. 1.03 Integrate growth and change into your career development. 1.04 Balance personal, leisure, community, learner, family and work roles.		
<b>2.00</b>	<b>Understand Educational Achievement and Lifelong Learning</b>	<b>33%</b>	<b>B2</b>
	2.01 Attain educational achievement and performance levels needed to reach personal and career goals. 2.02 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.		
<b>3.00</b>	<b>Understand Career Management</b>	<b>34%</b>	<b>B2</b>
	3.01 Create and manage a career plan that meets your career goals. 3.02 Use a process of decision-making as one component of career development. 3.03 Use, accurate, current and unbiased career information during career planning and management. 3.04 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment. 3.05 Integrate changing employment trends, societal needs and economic conditions into a career plan.		

