



# Regional Occupational Program

## Career Planning and Management

### 2026-2027

#### COURSE DESCRIPTION

Career Planning & Management is designed to assist student's transition from school to work, make career path decisions, and develop employment skills. Students will participate in a combination of classroom instruction and worksite learning by being placed in local businesses for a career internship. Career internship placements may be available to eligible students and may occur in a variety of job titles at a variety of worksite settings. Specific objectives to be achieved at worksites will be determined by the teacher and worksite coordinator/employer. These objectives will be annotated and monitored on Individualized Training Plans.

#### Course Information

Course Length:	1 Semester
Prerequisite:	None
Course Level:	Introductory
UC:	No
Articulated:	No
Industry Cert.:	No
Industry Sector:	All Industry Sectors
Pathway:	Multiple Pathways (999)
CALPADS:	7000

#### O\*Net SOC Codes:

N/A

#### Legend

CTE - PS	CTE Pathway Standards
CRP	Career Ready Practices
CTE - AS	CTE Anchor Standards
CCSS	Common Core State Standards
ISTE	International Society for Technology in Education

## Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Career Planning and Management Units of Instruction

1. Communication Skills	CTE-PS	CRP	CTE- AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</b></li> <li>b. <b>Read and interpret written information and directions.</b></li> <li>c. Practice various forms of written communication appropriate to the occupation.</li> <li>d. Practice positive body language skills.</li> <li>e. Practice professional verbal skills for resolving a conflict.</li> <li>f. Demonstrate active listening skills, including techniques for checking for understanding, and for obtaining clarification of directions.</li> </ol>		<u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u>	<u>6</u>
2. Interpersonal Skills	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate positive teamwork skills by contributing to a group effort.</b></li> <li>b. <b>Actively participate in classroom and workplace activities.</b></li> <li>c. Identify and practice effective problem-solving techniques.</li> <li>d. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite.</li> <li>e. Demonstrate effective customer service skills.</li> <li>f. Demonstrate the use of time management skills.</li> <li>g. Identify different personality types and strategies for working effectively with each type.</li> <li>h. Practice business and social etiquette skills appropriate to the occupation.</li> <li>i. Discuss the role of business and personal ethics in the decision-making process.</li> <li>j. Evaluate various job-related scenarios and justify decisions based on ethics.</li> </ol>		<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>2</u> <u>4</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.1b</u> <u>WS</u> <u>11-12.6</u>	<u>7</u>

<ul style="list-style-type: none"> <li>k. Demonstrate flexibility and adaptability in working with others.</li> <li>l. Discuss the importance of diversity awareness and sensitivity in the workplace.</li> <li>m. Utilize conflict resolution techniques.</li> <li>n. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.</li> </ul>					
<b>3. Career Planning</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. Complete a self-assessment designed to identify skills, aptitudes, and possible career paths.</li> <li>b. Identify education requirements and advanced training opportunities necessary for pursuing a chosen career.</li> <li>c. Develop a career goal and create a career plan.</li> <li>d. Research career options.</li> <li>e. Research how technology is used in a chosen career pathway.</li> <li>f. Research and identify fringe benefits associated with a chosen career.</li> <li>g. Identify how transitional skills apply to a chosen career.</li> <li>h. Outline entrepreneurial opportunities associated with a chosen career.</li> <li>i. Describe the factors involved in career decision making.</li> <li>j. Research postsecondary education options/programs that prepare individuals for a chosen career.</li> <li>k. Complete a college application and financial aid packet.</li> </ul>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>11</u> <u>12</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u>	<u>3</u> <u>6</u>
<b>4. Job Search Skills</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. Research resources containing job listings/openings.</li> <li>b. Complete an error-free application.</li> <li>c. Complete an on-line application.</li> <li>d. Prepare an error-free resume in proper format.</li> <li>e. Prepare an error-free cover letter in proper format.</li> <li>f. Prepare resume, cover letters, and professional documents using MS Word.</li> <li>g. Explain the importance of professional networking.</li> <li>h. Identify the steps to completing an on-line application packet.</li> <li>i. Explain the importance of obtaining professional references.</li> </ul>		<u>1</u> <u>2</u> <u>4</u>	<u>2</u> <u>3</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	<u>1</u> <u>2</u> <u>3</u> <u>6</u>
<b>5. Interviewing Skills</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. Identify steps for preparing for an interview.</li> <li>b. Identify appropriate dress and grooming for interviews and the workplace.</li> </ul>		<u>1</u> <u>2</u>	<u>2</u> <u>3</u>	<u>LS</u> <u>9-10</u>	<u>6</u>

<ul style="list-style-type: none"> <li>c. Practice answering commonly asked interview questions with thorough and concise information.</li> <li>d. Practice answering interview questions using proper English.</li> <li>e. Demonstrate professional body language (e.g., handshake, posture, eye contact).</li> <li>f. Identify appropriate questions to ask at the end of the interview.</li> <li>g. Write a follow-up thank you letter.</li> </ul>		<u>8</u>	<u>7</u> <u>11</u>	<u>11-12.6</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.2</u> <u>WS</u> <u>11-12.6</u>	
<b>6. Personal and Occupational Safety</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate procedures to be followed in the case of emergencies.</b></li> <li>b. <b>Discuss ways to report a potential safety hazard to a supervisor.</b></li> <li>c. Identify and discuss cyber ethics, cyber safety, and cybersecurity.</li> <li>d. Define sexual harassment in the workplace and identify the employee's role and responsibility.</li> <li>e. Apply personal safety practices to and from the job.</li> <li>f. Recognize good housekeeping as a safety issue.</li> <li>g. Explain the importance and role of CAL-OSHA.</li> <li>h. Recognize the effects of substance abuse in the workplace.</li> </ul>		<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u> <u>RSTS</u> <u>9-10</u> <u>11-12.4</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-2.1d</u>	<u>2</u>
<b>7. Personal Finance</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Identify the impact of negative attendance on personal finances.</b></li> <li>b. <b>Identify and explain payroll deductions.</b></li> <li>c. Research Social Security and disability benefits.</li> <li>d. Calculate the cost of employer health and welfare benefits.</li> <li>e. Identify up-front costs associated with a chosen career.</li> <li>f. Identify various retirement savings plans (e.g., 401k, pensions, IRA).</li> <li>g. Calculate Federal and State taxes.</li> <li>h. Explain pre- and post-tax payroll deductions.</li> <li>i. Explain the need and responsibility of having a bank account</li> </ul>		<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>6</u> <u>11</u> <u>12</u>	<u>4</u> <u>5</u> <u>7</u> <u>10</u> <u>11</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u>	<u>5</u>
<b>8. Career Success Strategies</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Identify and practice job retention skills.</b></li> <li>b. <b>Explain the proper procedure for leaving a job.</b></li> </ul>		<u>2</u> <u>5</u>	<u>2</u> <u>3</u>	<u>LS</u> <u>9-10</u>	

<ul style="list-style-type: none"> <li>c. Identify opportunities for advancement.</li> <li>d. Identify the skills necessary for a promotion.</li> <li>e. Demonstrate follow-through techniques.</li> </ul>		<u>7</u> <u>12</u>	<u>5</u>	<u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u>	
<b>9. Leadership</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</b></li> <li>b. <b>Work with peers to promote divergent and creative perspectives.</b></li> <li>c. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.</li> <li>d. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li> <li>e. Employ ethical behaviors and actions that positively influence others.</li> <li>f. Use a variety of means to positively impact the direction and actions of a team or organization.</li> <li>g. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.</li> </ul>		<u>1</u> <u>2</u> <u>5</u> <u>8</u> <u>9</u> <u>10</u> <u>12</u>	<u>2</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-2.1d</u> <u>11-12.1b</u>	<u>1</u> <u>3</u> <u>4</u> <u>6</u> <u>7</u>

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- b) Students build networks and customize their learning environments in ways that support the learning process.
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c) Students develop, test, and refine prototypes as part of a cyclical design process.
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

*b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*

*c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*