

Career Awareness

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| Primary Career Cluster: | General Career and Technical Education |
| Course Contact: | CTE.Standards@tn.gov |
| Course Code: | C25X06 |
| Prerequisite: | None |
| Credit: | ½ to 1 |
| Grade Level(s): | 6-8 |
| Graduation Requirements: | This course is meant to serve as an exploratory course to assist students in determining an appropriate elective focus. It does not fulfill any graduation requirements. |
| Program of Study Concentrator: | This course does not satisfy credit attainment for connector status, since it is not part of an approved program of study. |
| Program of Study Sequence: | This course is encouraged as a pre-requisite for any and all high school CTE courses and programs of study, as well as academic and fine arts elective focuses. |
| Coordinating Work-Based Learning: | Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html . |
| Promoted Tennessee Student Industry Credentials: | None |
| Teacher Endorsement(s): | 001, 004, 006, 007, 009, 009, 010, 011, 012, 013, 014, 015, 016, 017, 018, 019, 020, 021, 022, 023, 024, 025, 026, 027, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047, 048, 049, 050, 051, 052, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 077, 078, 079, 080, 081, 082, 099, 100, 101, 102, 103, 105, 108, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 125, 126, 127, 128, 129, 130, 131, 132, 133, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 201, 202, 203, 204, 210, 211, 212, 213, 214, 220, 221, 230, 231, 240, 241, 250, 301, 310, 311, 400, 401, 402, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 434, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 445, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 465, 466, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 484, 485, 486, 490, 491, 492, 493, 494, 495, 496, 498, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781 |
| Required Teacher Certifications and Training: | None |
| Teacher Resources: | https://www.tn.gov/education/educators/career-and-technical-education.html |

Course Description

Career Awareness is an introductory course designed to build foundational knowledge of career opportunities through (a) examining key characteristics evident in successful leaders; (b) connecting academic aptitude and personal strengths to postsecondary and career success; and (c) bringing awareness to career availability in various contexts. Upon completion of this course, proficient students will understand their own strengths and academic skills, explain specific careers and career sectors of interest, and develop an understanding of the career pathways, postsecondary education institutions, and employers located in their greater community. Students will also demonstrate soft skills (e.g., teamwork, self-advocacy, and effective communication), alongside technical skills (e.g., time management and goal creation), to practice critical skills needed in the workplace. It is recommended that *Career Awareness* occur in sequence prior to both *Career Exploration* and *Career Advising and Planning*.

Course Standards

1. Qualities For Success

- 1.1 Leadership Skills: Analyze and describe how **interpersonal and leadership skills** (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects.
- 1.2 Conflict: Research and demonstrate understanding of characteristics and tactics for **handling difficult conversations, resolving conflict, and giving and receiving constructive criticism**.
- 1.3 Leadership Attributes: Compile and evaluate an ongoing list of **attributes commonly found in leaders** and describe how those characteristics contributed to their success. Some examples may include self-reliance, willingness to learn, effective communication, and time management.
- 1.4 Diversity: **Understand, respect, and demonstrate appreciation for alternate points of view**, individual differences, cultural diversity, and differences in various family configurations.
- 1.5 SMART Goals: Define the attributes of a SMART (specific, measurable, attainable, relevant, time-based) goal. **Create a set of SMART goals for an upcoming project.**
- 1.6 Time Management: **Apply time management skills** to your SMART goals or projects and evaluate how your actions contributed to achieving your timely results through demonstration of the following skills:
 - a. Personal organization,
 - b. Prioritizing work,
 - c. Creating schedules, and
 - d. Setting deadlines.
- 1.7 Communication Skills: Demonstrate the following **communication skills appropriate to task and audience**:
 - a. Active listening skills,
 - b. Oral communication, and
 - c. Written communication.

- 1.8 Note-Taking Strategies: Demonstrate the following effective **note-taking strategies from multiple sources** such as lectures, journals, websites, and/or textbooks and manuals:
- a. Utilize an outline to identify main ideas,
 - b. Identify questions for further research, and
 - c. Summarize main points and speaker/author meanings.

2. Positive Self-Concept

- 2.1 Self-Care: Understand how to **foster and develop positive attitudes toward self** as a unique and worthy person. Identify activities that promote physical, mental, and emotional health within and outside of school.
- 2.2 Values, Beliefs, and Strengths: Distinguish between values, beliefs, and strengths and understand how they foster success in life. Understand how respect for others' **values, beliefs, and strengths leads to success** in group settings.
- 2.3 Personal Choices: Evaluate the **impact of positive and negative personal choices**, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept.
- 2.4 Emotions: Identify common emotions or feelings and cite the environments or circumstances where they arise. **Apply strategies to manage difficult experiences**, such as asking for help or engaging in self-advocacy.
- 2.5 Boundaries: Demonstrate the ability to **set appropriate boundaries** and requests for personal privacy. **Practice self-advocacy** by applying problem-solving and decision-making skills to make safe and healthy choices, with support from peers, school, and community partners when needed.

3. Academic Aptitude

- 3.1 Academic Strengths: Understand how **fostering academic strengths leads to academic achievement**. Articulate your academic strengths and how to adopt dispositions that lead to successful learning.
- 3.2 Areas for Improvement: Identify academic strengths and areas for improvement. **Apply specific strategies to positively impact school performance**, such as asking for help when needed, using appropriate communication skills, and applying feedback from teachers.
- 3.3 Honesty and Integrity: Research and articulate **the importance of honesty and integrity in academics and career** by describing appropriate and inappropriate practices in topics such as writing/plagiarism, internet security, identity theft, workplace ethics, and interpersonal relationships/bullying.
- 3.4 Ethical Dilemmas: Use case studies or **compare and contrast situational results to determine appropriate actions in similar circumstances**. Identify and practice (throughout the course) appropriate personal practical strategies to resolve ethical dilemmas.

4. Awareness of Available Careers

- 4.1 Employment Trends: Understand how **changing economic and societal needs influence employment trends and job availability** using job sourcing and career exploration websites.
- 4.2 Transferable Skills: Analyze how critical thinking, problem-solving, information and technology management, interpersonal awareness, honesty, and dependability are used in the workplace. Compare how these **skills are transferable between and among various occupations**.
- 4.3 Career Opportunities: **Explore available occupations and career fields** using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare the results of research to available career opportunities in the local community or region using job sourcing and career exploration websites.
- 4.4 Career Comparison: Develop a chart, table, or graphic to **compare characteristics of interesting careers**, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, typical duties, working conditions, and employer benefits.
- 4.5 Entrepreneurship: Research the backgrounds of successful entrepreneurs. Compare and contrast various **skills, experiences, and academic strengths associated with entrepreneurship**.

5. Community Context

- 5.1 Career Technical Education (CTE): Identify all available CTE courses and pathways, industry credentials and certifications, and work-based learning opportunities available in your middle school and high school. Understand the differences between **CTE courses, industry credentials, and work-based learning, and how to pursue each option for postsecondary readiness**.
- 5.2 Post-Secondary Education: Understand the similarities and differences among **community, technical, and four-year residential colleges within the same geographic region**. Compare and contrast each option.
- 5.3 Employment: Identify multiple **major employers at the local level**. Create a list of interesting careers you may find with each company. Compare these skills to your results from a career assessment tool.
- 5.4 State Government Agencies: **Identify and describe a range of non-elected career opportunities within state government agencies** that serve public needs in areas such as health, education, transportation, public safety, and environmental protection. Analyze the roles and responsibilities of non-elected professionals working in state government. Evaluate the skills and educational requirements for these positions. Summarize findings and explain why this job is important to the public.