## Career-Related Learning Standards and Criteria

**Personal Management**

- Exhibit appropriate work ethic and behaviors in school, community, and workplace.

- Identify tasks that need to be done and initiate action to complete the tasks.

- Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

- Take responsibility for decisions and actions and anticipate consequences of decisions and actions.

- Maintain regular attendance and be on time.

**Problem Solving**

- Apply decision-making and problem-solving techniques in school, community, and workplace.

- Identify problems and locate information that may lead to solutions.

- Identify alternatives to solve problems.

- Assess the consequences of the alternatives.

- Select and explain a proposed solution and course of action.

- Develop a plan to implement the selected course of action.

- Assess results and take corrective action.

**Communication**

- Demonstrate effective communication skills to give and receive information in school, community, and workplace.

- Locate, process, and convey information using traditional and technological tools.

- Listen attentively and summarize key elements of verbal and non-verbal communication.

- Give and receive feedback in a positive manner.

- Read technical/ instructional materials for information and apply to specific tasks.

- Write instructions, technical reports, and business communications clearly and accurately.

- Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.

**Teamwork**

- Demonstrate effective teamwork in school, community, and workplace.

- Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.

- Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal-setting).

**Employment Foundations**

- Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.

- Apply academic knowledge and technical skills in a career context.

- Select, apply, and maintain tools and technologies appropriate for the workplace.

- Identify parts of organizations and systems and how they fit together.

- Describe how work moves through a system.

- Describe the changing nature of work, workplaces, and work processes on individuals, organizations and systems.

- Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.

- Explain and follow health and safety practices in the work environment.

- Explain and follow regulatory requirements, security procedures, and ethical practices.

**Career Development**

- Demonstrate career development skills in planning for post high school experiences.

- Assess personal characteristics related to educational and career goals.

- Research and analyze career and educational information.

- Develop and discuss a current plan designed to achieve personal, educational, and career goals.

- Monitor and evaluate educational and career goals.

- Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).

**Career-Related Learning Experiences**

Participate in career-related learning experiences as outlined in the education plan.

Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals. Communities small and large, rural and urban can support quality career-related learning experiences. Partnerships with local employers and community organizations provide a variety of opportunities, building upon the community's strengths and resources. Beyond the local community, regional opportunities help increase the school's capacity, and technology offers expanding possibilities worldwide. Career-related learning experiences can take place in a variety of ways and places- in school, the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place.

**Types of Career-Related Learning Experiences**

**Work-Based Learning**

Structured learning in the workplace provides students an opportunity to apply knowledge and skills in the work environment and gain an understanding of workplace expectations. Work-based learning includes experiences in both the private and public sectors, including for example, internships, structured work experience (paid or unpaid), clinical practicums, and mentorships.

**Service-Learning**

Service learning provides structured experiences in organized community service projects that meet actual community needs, while demonstrating academic and career-related knowledge and skills. Students design service-learning projects collaboratively with community partners.

**Field-Based Investigations**

Field-based investigations include extended projects that involve fieldwork and substantive contact with adults in business and community institutions that have expertise in the area of study. Students are guided in the pursuit of solutions to real world problems.

**School-Based Learning**

School-based experiences provide application through student-managed business enterprises, projects, or other activities on campus. They engage students in complex, real life problem solving and situations that are academically rigorous and empower students as active learners. These may include, for example, project-based learning, school-based enterprises, school newspaper or yearbook, student leadership activities, and workplace simulations.

**Technology-Based Learning**

Using a variety of technological tools, such as video conferencing, Internet, and e-mail, mentorships can provide individual guidance and project assistance by employer and community partners.

**Workforce Development Modules:**

**Carpentry**

The curriculum includes building preparation for trimming, installing molding, wood paneling, window sash, door frames, doors and hardware, as well as building stairs and laying floors.

**HVAC Air & Cooling**

This course provides individual-ized classroom instruction and practical shop experience to train students for employment as entry-level technicians. Students learn to troubleshoot, and maintain the operating condi-tion of residential air condition-ing systems.

**Graphic Design**

The mission of the Computer-Based Graphics Design (CBGD) Program is to meet the needs of business and industry by preparing students for employment as graphic artists and updating the skills of existing personnel.

**Sales Marketing**

This course covers three core topics in customer loyalty: branding, customer centricity, and practical, go-to-market strategies.

**Videography**

Budget filmmakers are quickly adopting shooting their video with DSLR cameras for the small form factor, relatively low cost, and cinematic look of shooting with an array of changeable lenses.  These cameras however, are not designed for production use, and there are many tricks involved in achieving professional quality video.  This class will teach you the necessary tools to shoot great looking HD video with an equipped DSLR camera, as well as give sound advice as to what gear you should look for when equipping your shooting rig.

**Photography**

Get a solid ground on the fundamentals of the world of photography, from the camera and exposure settings through framing, motion blur, focus control, night photography and much more. This course covers all of the basics and more and is highly recommended before any other course. 15 -18 hours.

**Business Administration**

This course provides qualified students with an opportunity to receive academic credit for supervised professional training and experience in an actual work environment. This Internship is an ongoing seminar between the student, the faculty member and the employment supervisor. It involves an Internship Application and Learning Agreement, periodic meetings with the faculty representative, professional experience at a level equivalent to other senior-level courses and submission of material as established in the Internship Application and Learning Agreement. Participation cannot be guaranteed for all applicants.

**Project Management**

The focus of this course is on the effective management of projects and the teams responsible for project implementation. This course covers the fundamental theory and practice of project management in an organizational setting. Students learn to apply knowledge, skills, tools, and techniques necessary for effective functioning in a project environment. The course will also provide insights into the management processes related to project team development as well as the project team lifecycle and its dynamics. Accordingly, activities and assignments in this course are designed to help students understand the nature of successful project planning and execution, as well as project team formation and management.

**Entertainment- Production & Filming Development**

Students complete a sequence of courses in which they master cinematic design, directing, and postproduction. This program is open to anyone who aspires to make a motion picture, including people with and without college degrees and current undergraduate students. The courses explore all aspects of filmmaking and professional development in the film industry.

**Entertainment- Talent Development**

Talent Development offers so much more than teaching talent the basics of the Fashion, and Entertainment industry.  We go in depth on the industry, the glamorous side and how to really capitalize on your assets.  We offer programs in Modeling, Acting, Singing, and Dancing.

Once you have completed training, you will attend the Talent Development Showcase where you can meet Genuine Agents, Managers, Casting Directors, Directors and other Industry Professionals that you can meet with in Los Angeles, New York City, Milan, Paris, and Tokyo.  This is the best, and fastest way to launch your career in the Fashion, and Entertainment Industry.  Instead of meeting one Agent after another for years, you can meet dozens of them in a few days.

# Life Skills Curriculum Outline

## Domain: DAILY LIVING SKILLS

Competency

### Managing Personal Finances

Sub-competencies

• Count money and make correct change • Make responsible expenditures • Keep financial records • Calculate & pay taxes • Use credit responsibly • Use banking services

Selecting & Managing a House Hold

• Select adequate housing • Set up a household • Maintain home exterior and interior • Use appliances and tools

### Caring for Personal Needs

• Obtain, interpret and understand health information • Demonstrate knowledge of physical fitness, nutrition, and weight • Exhibit proper grooming and hygiene

• Dress appropriately • Demonstrate knowledge of common illness, prevention and treatment • Practice personal safety

### Demonstrating Relationship Responsibilities

 • Understand relationship roles and changes with friends and others • Understand relationship roles and changes with family • Demonstrate care of children

### Buying, Preparing, and Consuming Food

 • Plan and eat balanced meals • Purchase food • Store food • Clean food preparation areas • Preparing meals and cleaning up after dining • Demonstrate appropriate eating habits

Buying and Caring for Clothing

• Wash & clean clothing • Purchase clothing • Iron, mend, and store clothing

### Exhibiting Responsible Citizenship

 • Demonstrate knowledge of civil rights and responsibilities • Know nature of local, state, and federal governments • Demonstrate knowledge of the law and ability to Citizenship follow the law

### Utilizing Recreational Facilities and Engaging in Leisure

• Demonstrate knowledge of available community resources • Choose and plan recreational activities • Demonstrate knowledge of the value of recreation • Engage in group and individual activities • Plan recreation and leisure activities

### Choosing and Accessing Transportation

• Demonstrate knowledge of traffic rules and safety • Demonstrate knowledge and use of various means of transportation • Getting around the community • Drive a car

# Domain: SELF DETERMINATION AND INTERPERSONAL SKILLS

Competency

### Understanding Self-Determination
Sub-Competencies

 • Understand personal responsibility • Identify and understand motivation • Anticipate consequences to choices • Communicate needs

### Being Self-Aware

• Understand personal characteristics and roles • Identify Needs: physical, emotional, social, and educational • Identify Preferences: physical, emotional, social, and educational • Describe other's perception of self • Demonstrate awareness of how one's behavior affects others

### Developing Interpersonal Skills

• Demonstrating listening and responding skills •Establish and maintain close relationships • Make and maintain friendships • Develop and demonstrate appropriate behavior • Accept and give praise and criticism

## Communicating With Others

• Communicate with understanding • Know subtleties of communication • Assertive and effective communication • Recognize and respond to emergency situations

## Good Decision Making

• Problem-Solving • Identify and set goals • Develop plans and attain goals • Self-evaluation and feedback • Develop and evaluate alternatives

## Developing Social Awareness

• Develop respect for the rights and properties of others • Recognize authority and follow instructions • Demonstrate appropriate behavior in public settings • Understand the motivations of others

## Understanding Disability Rights and Responsibilities

• Identify and understand disability rights and responsibilities • Identify and appropriately access needed services and supports

Competency

# Domain: EMPLOYMENT SKILLS

Sub-Competencies

## Knowing and Exploring Employment Possibilities

• Identify personal values met through work • Identify societal values met through work • Identify remunerative aspects of work • Locate sources of employment and training • Classify jobs into employment categories • Investigate local employment and training opportunities

## Exploring Employment Choices

• Identify major employment interests • Identify employment aptitudes • Investigate realistic employment Identify requirements of desired and available employment • Identify major employment needs

## Seeking, Securing, and Maintaining Employment

• Search for a job • Apply for a job • Interview for a job • Solve job related problems • Functions of meeting and exceeding job standards • Maintain and advance in employment

## Exhibiting Appropriate Employment Skills

• Follow directions and observe regulations • Recognize importance of attendance and punctuality • Recognize importance of supervision • Demonstrate knowledge of Employment Skills work place safety • Work with others • Meet demands for quality work • Work at expected levels of productivity