

# VoCATS Course Blueprint

## **CAREER DEVELOPMENT**

### **6145 CAREER MANAGEMENT**

*Public Schools of North Carolina  
State Board of Education • Department of Public Instruction  
Curriculum and School Reform Services  
Division of Secondary Education*

*Raleigh, North Carolina  
Summer 2006*

*Special thanks to the following educators who developed this blueprint.*

#### **2006 Curriculum Team**

*Deana Askew, Gates County  
Connie Burgess, Gates County  
Rebecca Leary, Gates County*

#### **2005 Curriculum Team**

*Delores Ali, Durham County  
Sandra Averitt, Forsyth County  
Judy Harrington, Alamance County  
Susie Horn, Alamance County  
Colleen Pate, Pender County  
Merle Summers, Robeson County  
Barbara Wiggins, Wake County*

*This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact [careerdevelopmentr@dpi.state.nc.us](mailto:careerdevelopmentr@dpi.state.nc.us) for more information.*

## VoCATS Course Blueprint

A course blueprint is a document laying out the framework of the curriculum for a given course.

Shown on the blueprint are the units of instruction, the core competencies in each unit, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of units and competencies and the cognitive and performance weight of the objective within the course.

The blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the course blueprint.

For additional information about this blueprint, contact program area staff. For additional information about VoCATS, contact program area staff or VoCATS, Career-Technical Education, Division of Instructional Services, North Carolina Department of Public Instruction, 6359 Mail Service Center, Raleigh, North Carolina 27699-5359, email: VoCATS@dpi.state.nc.us.

### Interpretation of Columns on VoCATS Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Time Hrs	Space for teachers to calculate time to be spent on each objective based on the course blueprint, their individual school schedule, and analysis of students' previous knowledge on the topic.
4&5	<u>Course Weight</u>  Cognitive  Performance	Shows the relative importance of each objective, competency, and unit. Weight is broken down into two components: cognitive and performance. Add the cognitive and performance weights shown for an objective in columns 4 and 5 to determine its total course weight. Course weight is used to help determine the percentage of total class time that is spent on each objective. The breakdown in columns 4 and 5 indicates the relative amount of class time that should be devoted to cognitive and performance activities as part of the instruction and assessment of each objective. Objectives with performance weight should include performance activities as part of instruction and/or assessment.
6	Type Behavior	Classification of outcome behavior in competency and objective statements. (C=Cognitive; P=Performance)
7	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies.
8	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

*Career-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.*

**CAREER DEVELOPMENT**  
**COURSE BLUEPRINT for 6145 CAREER MANAGEMENT**  
(Recommended hours of instruction: 135-180)

Comp # Obj. #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2	3	4	5	6	7	8
			<b>100%</b>				
	<b>Total Course Weight</b>		<b>80%</b>	<b>20%</b>			
	<b>A Personal/Social Development (A Look at Me)</b>		<b>30%</b>				
<b>CM01.00</b>	Evaluate individual characteristics/traits, interests/preferences, ability levels, skill acquisition, talents/aptitudes, and values in relation to setting and achieving personal, social, lifestyle, educational and career goals.		<b>18%</b>				
CM01.01	<i>Understand individual characteristics/traits, interests/preferences, ability levels, skill acquisition, talents/aptitudes, and values.</i>		6%		C2	CD/CS/SS	Core
CM01.02	<i>Critique individual characteristics/traits, interests/preferences, ability levels, skill acquisition, talents/aptitudes, and values in terms of a variety of personal, social, lifestyle and career goals.</i>		4%		C3	CD/E/SS	Core
CM01.03	<i>Analyze the impact of personal growth and change throughout life.</i>		8%		C3	CD/CS/H/SS	Core
<b>CM02.00</b>	<b>Evaluate positive interpersonal skills in a variety of workplace settings.</b>		<b>12%</b>				
CM02.01	<i>Differentiate between positive and negative interpersonal skills in a variety of workplace settings.</i>		3%		C3	CD/E/H/SS	Core
CM02.02	<i>Apply effective interpersonal skills in a variety of workplace settings.</i>		6%		C3	CD/E/H/SS	Core
CM02.03	<i>Critique positive interpersonal skills contributing to effective workplace interactions.</i>		3%		C3	CD/E/H/SS	Core
	<b>B Educational and Career Exploration</b>		<b>25%</b>	<b>5%</b>			
<b>CM03.00</b>	<b>Evaluate career goals in terms of the experience, knowledge and skills needed to achieve them.</b>		<b>10%</b>				
CM03.01	<i>Understand the personal education and skill requirements necessary for transition from secondary education to post-secondary education or employment.</i>		6%		C2	CD/CS/SS	Core
CM03.02	<i>Check the progression of formal and informal learning experiences toward achieving personal and career goals.</i>		4%		C3	CD/CS/SS	Core

Comp # Obj. #	Unit Titles/Competency and Objective Statements (The learner will be able to:)	Time Hours	Course Weight		Type Behavior	Integrated Skill Area	Core Supp
			Cognitive	Performance			
1	2	3	4	5	6	7	8
<b>CM04.00</b>	<b>Evaluate career information in relation to career goals. (CAREER RESEARCH PROJECT)</b>		<b>15%</b>	<b>5%</b>			
CM04.01	<i>Apply career research skills to access accurate, current, and unbiased career information.</i>		5%	5%	C3P	CD/CS/E/SS	Core
CM04.02	<i>Critique career options in terms of personal characteristics and preferences.</i>		4%		C3	CD/CS/E/SS	Core
CM04.03	<i>Explain employment trends in terms of changing societal needs and economic conditions.</i>		6%		C2	CD/CS/E/M/ SS	Core
<b>C</b>	<b>Decision Making/Career Planning</b>		<b>25%</b>	<b>15%</b>			
<b>CM05.00</b>	<b>Create a career plan that leads to the achievement of career goals. (CAREER PLAN)</b>		<b>13%</b>	<b>5%</b>			
CM05.01	<i>Understand the decision-making process as a component of career planning.</i>		5%		C2	CD/CS/E/SS	Core
CM05.02	<i>Critique personal, educational and career goals.</i>		3%		C3	CD/H	Core
CM05.03	<i>Produce a personal career plan.</i>		5%	5%	C3P	CD/CS	Core
<b>CM06.00</b>	<b>Create a job application package and career portfolio.</b>		<b>12%</b>	<b>10%</b>			
CM06.01	<i>Apply those skills necessary to obtain, create, maintain, and advance employment.</i>		7%	5%	C3P	CD/CS/E/SS	Core
CM06.02	<i>Produce a career portfolio that exemplifies academic, occupational, and SCANS competencies/employability skills.</i>		5%	5%	C3P	CD/CS/E/M/ SS	Core