

Career and Technical Education Course Blueprint

Career Development

6158 Exploring Career Decisions

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 blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact CareerDevelopment@dpi.state.nc.us for more information.

CTE Course Blueprint

A CTE Course Blueprint lays out the framework of the curriculum for a given course.

The CTE Course Blueprint includes units of instruction, competencies in each unit, and the specific objectives for each competency. The CTE Course Blueprint illustrates the relative weight of the units, competencies, and objectives within the course. Each competency and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom’s Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-6.

The CTE Course 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 CTE Course Blueprint. This CTE Course Blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom’s Taxonomy.

For additional information about this blueprint, contact Career and Technical Education, North Carolina Department of Public Instruction, 6359 Mail Service Center, Raleigh, North Carolina 27699-6359.

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 CTE 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	Local Use	Space for use by Local Education Agencies
4	Course Weight	Shows the relative importance of each objective, competency, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in competency and objective statements in Dimensions according to the Revised Bloom’s Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge)
6	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
7	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 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.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

CAREER DEVELOPMENT
COURSE BLUEPRINT for 6158 EXPLORING CAREER DECISIONS
(Recommended hours of instruction: 67-90)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
	Total Course Weight		100%			
A	WHO AM I and WHAT CAN I BECOME?		50%			
CD1.00	Understand interests, attitudes, values, personality, learning styles, and skills.		30%	B2	CD/CS/SS	
<i>CD1.01</i>	<i>Understand interests, attitudes, and values.</i>		10%	B2	CD/CS/SS	Core
<i>CD1.02</i>	<i>Understand personality and learning styles.</i>		10%	B2	CD/CS/SS	Core
<i>CD1.03</i>	<i>Understand personal and transferable skills.</i>		10%	B2	CD/CS/SS	Core
CD2.00	Understand how interests, values, and personality influence career choices.		20%	B2	CD/CS/SS	
<i>CD2.01</i>	<i>Understand how interests and values influence career choices.</i>		10%	B2	CD/CS/SS	Core
<i>CD2.02</i>	<i>Understand how personality influences career choices.</i>		10%	B2	CD/CS/SS	Core
B	HOW DO I GET THERE?		50%			
CD3.00	Understand the world of work and skills needed for employment success.		24%	B2	CD/CS/E/SS	
<i>CD3.01</i>	<i>Understand the world of work and how the world of work changes.</i>		12%	B2	CD/CS/E/SS	Core
<i>CD3.02</i>	<i>Understand skills needed for employment success.</i>		12%	B2	CD/CS/E/SS	Core
CD4.00	Understand job search techniques.		26%	B2	CD/CS/E/SS	
<i>CD4.01</i>	<i>Understand where to seek employment.</i>		10%	B2	CD/E/CS/SS	Core
<i>CD4.02</i>	<i>Understand how to apply, interview, and make a career plan for employment.</i>		16%	B2	CD/E/CS/SS	Core