Texas CTE

Career Development (2010): Grades 7, 8

Adopted 2010

Subchapter A. Middle School

Exploring Careers

(1) The student explores personal interests and aptitudes as they relate to education and career planning. The student is expected to:

- (A) complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;
- (B) explore the career clusters as defined by the U.S. Department of Education;
- (C) summarize the career opportunities in a cluster of personal interest;
- (D) research current and emerging fields related to personal interest areas;
- (E) determine academic requirements in career fields related to personal interest areas;
- (F) explore how career choices impact the balance between personal and professional responsibilities; and
- (G) research educational options and requirements using appropriate technology.

(2) The student analyzes personal interests and aptitudes regarding education and career planning. The student is expected to:

- (A) create a personal career portfolio;
- (B) make oral presentations that fulfill specific purposes using appropriate technology;
- (C) develop and analyze tables, charts, and graphs related to career interests;
- (D) determine the impact of technology on careers of personal interest; and
- (E) identify entrepreneurial opportunities within a field of personal interest.

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(3) The student analyzes college and career opportunities. The student is expected to:

(A) determine academic requirements for transition from one learning level to the next;

(B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;

(C) develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education;

(D) discuss the impact of effective college and career planning;

(E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning; and

(F) identify how performance on assessments such as the SAT®, ACT®, ASVAB®, and ACCUPLACER® impact personal academic and career goals.

(4) The student evaluates skills for personal success. The student is expected to:

(A) implement effective study skills for academic success;

(B) use interpersonal skills to facilitate effective teamwork;

(C) use a problem-solving model and critical-thinking skills to make informed decisions;

(D) use effective time-management and goal-setting strategies;

(E) effectively use information and communication technology tools; and

(F) identify skills that can be transferable among a variety of careers.

(5) The student recognizes the impact of career choice on personal lifestyle. The student is expected to:

(A) prepare a personal budget reflecting the student's desired lifestyle;

(B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area; and

(C) evaluate at least three career interests based on budget and salary expectations.

(6) The student demonstrates an understanding of personal financial management. The student is expected to:

(A) compare the advantages and disadvantages of different types of banking services;

(B) simulate opening and maintaining different types of bank accounts;

(C) simulate different methods of withdrawals and deposits; and

(D) reconcile bank statements, including fees and services.

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(7) The student develops skills for professional success. The student is expected to:

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;

(C) model characteristics of effective leadership, teamwork, and conflict management;

(D) recognize the importance of a healthy lifestyle, including the ability to manage stress;

(E) explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population; and

(F) complete activities using project- and time-management techniques.

(8) The student identifies and explores technical skills essential to careers in multiple occupations, including those that are high skill, high wage, or high demand. The student is expected to:

(A) complete actual or virtual labs to simulate the technical skills required in various occupations; and

(B) analyze the relationship between various occupations such as the relationship between interior design, architectural design, manufacturing, and construction on the industry of home building or the multiple occupations required for hospital administration.

Career Portals

(1) The student explores one or more career clusters of interest. The student is expected to:

(A) identify the various career opportunities within one or more career clusters; and

(B) identify the pathways within one or more career clusters.

(2) The student explores pathways of interest within one or more career clusters. The student is expected to:

(A) investigate career opportunities within the pathways;

(B) explore careers of personal interest;

(C) research the academic requirements for careers of personal interest;

(D) research the certification or educational requirements for careers of personal interest; and

(E) describe the technical-skill requirements for careers of personal interest.

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(3) The student explores programs of study. The student is expected to:

(A) compare levels of education for careers of personal interest;

(B) identify the academic and technical skills needed; and

(C) develop a personal program of study for at least one career.

(4) The student explores the professional skills needed for college and career success. The student is expected to:

(A) articulate the importance of strong academic skills to meet personal academic and career goals;

(B) explore the importance of curricular, extracurricular, career preparation, and extended learning experiences;

(C) develop a personal six- or eight-year achievement plan that incorporates rigorous academic and relevant enrichment courses;

(D) explore the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;

(E) identify professional associations affiliated with a specified program of study;

(F) employ effective leadership, teamwork, and conflict management;

(G) recognize the value of community service and volunteerism; and

(H) demonstrate characteristics required for personal and professional success, including work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population.

(5) The student understands personal financial management and recognizes the value of personal fiscal responsibility. The student is expected to:

(A) compare and contrast different types of banking services;

(B) open and maintain different types of simulated bank accounts;

(C) practice different methods of withdrawing and depositing funds;

(D) reconcile bank statements, including fees and services;

(E) compare and contrast forms of credit, including credit cards and debit cards;

(F) list the qualifications and procedures to obtain and improve credit scores;

(G) discuss the impact of identity theft on credit; and

(H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.

(6) The student explores labor market information. The student is expected to:

(A) analyze national, state, regional, and local labor market information;

(B) cite evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and

(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.

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(7) The student explores job-seeking skills. The student is expected to:

(A) identify the steps for an effective job search;

(B) describe appropriate appearance for an interview; and

(C) participate in a mock interview.

(8) The student creates professional documents required for employment. The student is expected to:

(A) develop a resumé;

(B) write appropriate business correspondence such as a letter of intent and a thank you letter;

(C) complete sample job applications; and

(D) explain protocol for use of references.