

Subject	Chapter 127. Career Development, Subchapter A. Middle School
Course Title	§127.2 Investigating Careers, Adopted 2015.
(a) General Requirements. This course is recommended for students in Grades 7-8.	
(b) Introduction.	
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) Career development is a lifelong pursuit of answers to the questions: <i>Who am I? Why am I here? What am I meant to do with my life?</i> It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.</p> <p>(3) The goal of this course is to create a foundation for success in high school, future studies, and careers such as Science, Technology, Engineering, and Mathematics; Business and Industry; Public Service; Arts and Humanities; and Multidisciplinary Studies. The students research labor market information, learn job-seeking skills, and create documents required for employment.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:	(A) identify the various career opportunities within one or more career clusters	(i) identify the various career opportunities within one or more career clusters
(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:	(B) identify the pathways within one or more career clusters	(i) identify the pathways within one ore more career clusters
(2) The student investigates career pathways in one more of the 16 career clusters. The student is expected to:	(A) research the academic requirements for one or more of the careers in an identified cluster	(i) research the academic requirements for on or more of the careers in an identified cluster
(2) The student investigates career pathways in one more of the 16 career clusters. The student is expected to:	(B) research the certification or educational requirements for careers	(i) research the certification or educational requirements for careers
(2) The student investigates career pathways in one more of the 16 career clusters. The student is expected to:	(C) describe the technical-skill requirements for careers	(i) describe technical-skill requirements for careers
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(A) apply core academic skills to meet personal, academic, and career goals	(i) apply core academic skills to meet personal goals

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(A) apply core academic skills to meet personal, academic, and career goals	(ii) apply core academic skills to meet academic goals
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(A) apply core academic skills to meet personal, academic, and career goals	(iii) apply core academic skills to meet career goals
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences	(i) investigate the importance of co-curricular learning experiences
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences	(ii) investigate the importance of extracurricular learning experiences
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences	(iii) investigate the importance of career preparation learning experiences
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences	(iv) investigate the importance of extended learning experiences

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(C) investigate 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	(i) investigate the steps required to participate in a variety of career and educational opportunities, including entry-level employment
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(C) investigate 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	(ii) investigate the steps required to participate in a variety of career and educational opportunities, including military service
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(C) investigate 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	(iii) investigate the steps required to participate in a variety of career and educational opportunities, including apprenticeships
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(C) investigate 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	(iv) investigate the steps required to participate in a variety of career and educational opportunities, including community and technical colleges
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(C) investigate 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	(v) investigate the steps required to participate in a variety of career and educational opportunities, including universities

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(D) identify professional associations affiliated with a career pathway	(i) identify professional associations affiliated with a career pathway
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(E) recognize the value of community service and volunteerism	(i) recognize the value of community service
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(E) recognize the value of community service and volunteerism	(ii) recognize the value of volunteerism
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations	(i) demonstrate characteristics required for personal success
(3) The student investigates the professional skills needed for college and career success. The student is expected to:	(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations	(ii) demonstrate characteristics required for professional success
(4) The student investigates labor market information. The student is expected to:	(A) analyze national, state, regional, and local labor market information	(i) analyze national labor market information
(4) The student investigates labor market information. The student is expected to:	(A) analyze national, state, regional, and local labor market information	(ii) analyze state labor market information

Knowledge and Skill Statement	Student Expectation	Breakout
(4) The student investigates labor market information. The student is expected to:	(A) analyze national, state, regional, and local labor market information	(iii) analyze regional labor market information
(4) The student investigates labor market information. The student is expected to:	(A) analyze national, state, regional, and local labor market information	(iv) analyze local labor market information
(4) The student investigates labor market information. The student is expected to:	(B) classify evidence of high skill, high wage, or high demand occupations based on analysis of labor market information	(i) classify evidence of high skill, high wage, or high demand occupations based on analysis of labor market information
(4) The student investigates labor market information. The student is expected to:	(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning	(i) analyze the effects of changing employment trends on career planning
(4) The student investigates labor market information. The student is expected to:	(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning	(ii) analyze the effects of changing societal needs on career planning
(4) The student investigates labor market information. The student is expected to:	(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning	(iii) analyze the effects of changing economic conditions on career planning
(5) The student investigates job-seeking skills. The student is expected to:	(A) identify the steps for an effective job search	(i) identify the steps for an effective job search
(5) The student investigates job-seeking skills. The student is expected to:	(B) describe appropriate appearance for an interview	(i) describe appropriate appearance for an interview

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student investigates job-seeking skills. The student is expected to:	(C) participate in a mock interview	(i) participate in a mock interview
(6) The student creates professional documents required for employment. The student is expected to:	(A) develop a resume	(i) develop a resume
(6) The student creates professional documents required for employment. The student is expected to:	(B) write appropriate business correspondence such as a letter of intent and a thank you letter	(i) write appropriate business correspondence
(6) The student creates professional documents required for employment. The student is expected to:	(C) complete sample job applications	(i) complete sample job applications
(6) The student creates professional documents required for employment. The student is expected to:	(D) explain protocol for selecting and using references	(i) explain protocol for selecting and using references

Subject	Chapter 127. Career Development, Subchapter A. Middle School	
Course Title	§127.3. College and Career Readiness, Adopted 2015.	
(a) General Requirements. This course is recommended for students in Grades 7 and 8.		
(b) Introduction.		
<p>(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</p> <p>(2) Career development is a lifelong pursuit of answers to the questions: <i>Who am I? Why am I here? What am I meant to do with my life?</i> It is vital that students have a clear sense of direction for their career choice. Career planning is a critical step and is essential to success.</p> <p>(3) The career development process is unique to every person and evolves throughout one's life. Students will use decision-making and problem-solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students integrate skills from academic subjects, information technology, and interpersonal communication to make informed decisions. This course is designed to guide students through the process of investigation and in the development of a college and career readiness achievement plan. Students will use interest inventory software or other tools available to explore college and career areas of personal interest. Students will use this information to explore educational requirements for various colleges and a variety of chosen career paths.</p> <p>(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p> <p>(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(A) analyze and discuss the initial results of career assessments	(i) analyze the initial results of career assessments

Knowledge and Skill Statement	Student Expectation	Breakout
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(A) analyze and discuss the initial results of career assessments	(ii) discuss the initial results of career assessments
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(B) explore the 16 career clusters	(i) explore the 16 career clusters
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(C) research trending fields related to career interest areas	(i) research trending fields related to career interest areas
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(D) determine academic requirements in related career fields	(i) determine academic requirements in related career fields
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(E) research educational options and requirements using available resources	(i) research educational options using available resources
(1) The student explores career assessments as related to college and career planning. The student is expected to:	(E) research educational options and requirements using available resources	(ii) research educational requirements using available resources
(2) The student analyzes college and career opportunities. The student is expected to:	(A) determine academic requirements for transitioning to high school	(i) determine academic requirements for transitioning to high school

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes college and career opportunities. The student is expected to:	(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	(i) explore opportunities for earning college credit in high school
(2) The student analyzes college and career opportunities. The student is expected to:	(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement	(i) develop an awareness of financial aid to support college and career advancement
(2) The student analyzes college and career opportunities. The student is expected to:	(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement	(ii) develop an awareness of scholarships to support college and career advancement
(2) The student analyzes college and career opportunities. The student is expected to:	(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement	(iii) develop an awareness of other sources of income as well as college savings to support college and career advancement
(2) The student analyzes college and career opportunities. The student is expected to:	(D) discuss the impact of effective college and career planning	(i) discuss the impact of effective college planning
(2) The student analyzes college and career opportunities. The student is expected to:	(D) discuss the impact of effective college and career planning	(ii) discuss the impact of effective career planning

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes college and career opportunities. The student is expected to:	(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning	(i) demonstrate decision-making skills related to school issues
(2) The student analyzes college and career opportunities. The student is expected to:	(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning	(ii) demonstrate decision-making skills related to community issues
(2) The student analyzes college and career opportunities. The student is expected to:	(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning	(iii) demonstrate decision-making skills related to programs of study
(2) The student analyzes college and career opportunities. The student is expected to:	(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning	(iv) demonstrate decision-making skills related to college planning
(2) The student analyzes college and career opportunities. The student is expected to:	(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning	(v) demonstrate decision-making skills related to career planning
(2) The student analyzes college and career opportunities. The student is expected to:	(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, ACCUPLACER®, and Texas Success Initiative (TSI®) impact personal academic and career goals	(i) identify how performance on assessments impact personal academic goals

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student analyzes college and career opportunities. The student is expected to:	(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, ACCUPLACER®, and Texas Success Initiative (TSI®) impact personal academic and career goals	(ii) identify how performance on assessments impact personal career goals
(3) The student evaluates skills for personal success. The student is expected to:	(A) use interpersonal skills to facilitate effective teamwork	(i) use interpersonal skills to facilitate effective teamwork
(3) The student evaluates skills for personal success. The student is expected to:	(B) use problem-solving models and critical-thinking skills to make informed decisions	(i) use problem-solving models to make informed decisions
(3) The student evaluates skills for personal success. The student is expected to:	(B) use problem-solving models and critical-thinking skills to make informed decisions	(ii) use critical-thinking skills to make informed decisions
(3) The student evaluates skills for personal success. The student is expected to:	(C) use effective time-management and goal-setting strategies	(i) use effective time-management strategies
(3) The student evaluates skills for personal success. The student is expected to:	(C) use effective time-management and goal-setting strategies	(ii) use effective goal-setting strategies
(3) The student evaluates skills for personal success. The student is expected to:	(D) identify skills that can be transferable among a variety of careers	(i) identify skills that can be transferable among a variety of careers
(3) The student evaluates skills for personal success. The student is expected to:	(E) create a personal career portfolio	(i) create a personal career portfolio

Knowledge and Skill Statement	Student Expectation	Breakout
(3) The student evaluates skills for personal success. The student is expected to:	(F) make oral presentations that fulfill specific purposes using appropriate technology	(i) make oral presentations that fulfill specific purposes using appropriate technology
(3) The student evaluates skills for personal success. The student is expected to:	(G) identify entrepreneurial opportunities within a field of personal interest	(i) identify entrepreneurial opportunities within a field of personal interest
(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:	(A) prepare a personal budget reflecting the student's desired lifestyle	(i) prepare a personal budget reflecting the student's desired lifestyle
(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:	(B) use resources to compare and contrast salaries of at least three careers in the student's interest area	(i) use resources to compare and contrast salaries of at least three careers in the student's interest area
(5) The student demonstrates an understanding of financial management. The student is expected to:	(A) compare the advantages and disadvantages of different types of money management services	(i) compare the advantages of different types of money management services
(5) The student demonstrates an understanding of financial management. The student is expected to:	(A) compare the advantages and disadvantages of different types of money management services	(ii) compare the disadvantages of different types of money management services
(5) The student demonstrates an understanding of financial management. The student is expected to:	(B) simulate opening and maintaining different types of financial accounts	(i) simulate opening different types of financial accounts
(5) The student demonstrates an understanding of financial management. The student is expected to:	(B) simulate opening and maintaining different types of financial accounts	(ii) simulate maintaining different types of financial accounts

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates an understanding of financial management. The student is expected to:	(C) simulate different methods of withdrawals and deposits	(i) simulate different methods of withdrawals
(5) The student demonstrates an understanding of financial management. The student is expected to:	(C) simulate different methods of withdrawals and deposits	(ii) simulate different methods of deposits
(5) The student demonstrates an understanding of financial management. The student is expected to:	(D) reconcile financial statements, including fees and services	(i) reconcile financial statements, including fees
(5) The student demonstrates an understanding of financial management. The student is expected to:	(D) reconcile financial statements, including fees and services	(ii) reconcile financial statements, including services
(5) The student demonstrates an understanding of financial management. The student is expected to:	(E) compare and contrast forms of credit, including credit cards and debit cards	(i) compare and contrast forms of credit, including credit cards
(5) The student demonstrates an understanding of financial management. The student is expected to:	(E) compare and contrast forms of credit, including credit cards and debit cards	(ii) compare and contrast forms of credit, including debit cards
(5) The student demonstrates an understanding of financial management. The student is expected to:	(F) discuss the importance of credit scores	(i) discuss the importance of credit scores
(5) The student demonstrates an understanding of financial management. The student is expected to:	(G) discuss the impact of identity theft on credit	(i) discuss the impact of identity theft on credit

Knowledge and Skill Statement	Student Expectation	Breakout
(5) The student demonstrates an understanding of financial management. The student is expected to:	(H) examine the effects of poor credit scores as they relate to personal finance and career opportunities	(i) examine the effects of poor credit scores as they relate to personal finance
(5) The student demonstrates an understanding of financial management. The student is expected to:	(H) examine the effects of poor credit scores as they relate to personal finance and career opportunities	(ii) examine the effects of poor credit scores as they relate to career opportunities
(6) The student develops skills for professional success. The student is expected to:	(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(i) demonstrate effective verbal communication skills
(6) The student develops skills for professional success. The student is expected to:	(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(ii) demonstrate effective nonverbal communication skills
(6) The student develops skills for professional success. The student is expected to:	(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(iii) demonstrate effective written communication skills
(6) The student develops skills for professional success. The student is expected to:	(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills	(iv) demonstrate effective electronic communication skills
(6) The student develops skills for professional success. The student is expected to:	(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites	(i) evaluate the impact of positive personal choices, including use of electronic communications
(6) The student develops skills for professional success. The student is expected to:	(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites	(ii) evaluate the impact of negative personal choices, including use of electronic communications

Knowledge and Skill Statement	Student Expectation	Breakout
(6) The student develops skills for professional success. The student is expected to:	(C) model characteristics of effective leadership, teamwork, and conflict management	(i) model characteristics of effective leadership
(6) The student develops skills for professional success. The student is expected to:	(C) model characteristics of effective leadership, teamwork, and conflict management	(ii) model characteristics of effective teamwork
(6) The student develops skills for professional success. The student is expected to:	(C) model characteristics of effective leadership, teamwork, and conflict management	(iii) model characteristics of effective conflict management
(6) The student develops skills for professional success. The student is expected to:	(D) recognize the importance of a healthy lifestyle, including the ability to manage stress	(i) recognize the importance of a healthy lifestyle, including the ability to manage stress
(6) The student develops skills for professional success. The student is expected to:	(E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations	(i) explore characteristics necessary for professional success