

## Chapter 127. Texas Essential Knowledge and Skills for Career Development

### Subchapter A. Middle School

*Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§7.102(c)(4), 28.002, and 28.0022, unless otherwise noted.*

#### §127.1. Implementation of Texas Essential Knowledge and Skills for Career Development, Middle School.

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year.

*Source: The provisions of this §127.1 adopted to be effective September 1, 1998, 22 TexReg 5225; amended to be effective September 1, 2009, 34 TexReg 5913; amended to be effective August 29, 2010, 35 TexReg 7429.*

#### §127.3. Exploring Careers.

- (a) General requirements. This course is recommended for students in Grades 7-8.
- (b) Introduction. 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 achievement plan. Students will use interest inventory software or other tools to explore areas of personal interest. Students will use this information to explore educational requirements for a variety of chosen career paths. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.
- (c) Knowledge and skills.
  - (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.

- (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.
- (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.

*Source: The provisions of this §127.3 adopted to be effective September 1, 2009, 34 TexReg 5913.*

#### **§127.4. Career Portals.**

- (a) General requirements. This course is recommended for students in Grades 7-8.
- (b) Introduction. The goal of this course is to create a culture of high expectation and continuous improvement that provides middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within specific career cluster(s). The students research labor market information, learn job-seeking skills, and create documents required for employment. Students use self-knowledge to explore and set realistic goals. Districts have the flexibility of offering career exploration knowledge and skills in a variety of instructional arrangements.
- (c) Knowledge and skills.
  - (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.
  - (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.
- (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.

*Source: The provisions of this §127.4 adopted to be effective September 1, 2009, 34 TexReg 5913.*

## Chapter 127. Texas Essential Knowledge and Skills for Career Development

### Subchapter B. High School

*Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.0022, and 28.025, unless otherwise noted.*

#### §127.11. Implementation of Texas Essential Knowledge and Skills for Career Development, High School.

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year.

*Source: The provisions of this §127.11 adopted to be effective September 1, 1998, 22 TexReg 5225; amended to be effective September 1, 2009, 34 TexReg 5913; amended to be effective August 29, 2010, 35 TexReg 7429.*

#### §127.13. Career Preparation I (Two to Three Credits).

- (a) General requirements. This course is recommended for students in Grades 11-12.
- (b) Introduction. Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.
- (c) Knowledge and skills.
  - (1) The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:
    - (A) identify employment opportunities;
    - (B) demonstrate the application of essential workplace skills in the career acquisition process;
    - (C) develop a personal resumé;
    - (D) complete job search documents, including job applications and I-9 and W-4 forms;
    - (E) demonstrate proper interview techniques in various situations; and
    - (F) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, and thank you letters.
  - (2) The student develops skills for success in the workplace. The student is expected to:
    - (A) identify and model appropriate grooming and appearance for the workplace;
    - (B) demonstrate dependability, punctuality, and initiative;
    - (C) research positive interpersonal skills, including respect for diversity;
    - (D) model appropriate business and personal etiquette in the workplace;
    - (E) exhibit productive work habits, ethical practices, and a positive attitude;
    - (F) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
    - (G) identify how to prioritize work to fulfill responsibilities and meet deadlines;

- (H) evaluate the relationship of good physical and mental health to job success and personal achievement; and
  - (I) demonstrate effective methods to secure, maintain, and terminate employment.
- (3) The student applies work ethics, employer expectations and interactions with diverse populations, and communication skills in the workplace. The student is expected to:
- (A) illustrate how personal integrity affects human relations on the job;
  - (B) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;
  - (C) analyze employer expectations;
  - (D) demonstrate respect for the rights of others;
  - (E) develop listening skills;
  - (F) apply effective listening skills used in the workplace;
  - (G) identify ethical standards; and
  - (H) comply with organizational policies and procedures.
- (4) The student applies academic skills to job skills. The student is expected to:
- (A) apply mathematical skills to business transactions;
  - (B) develop a personal budget based on a career choice;
  - (C) interpret data from tables, charts, and graphs to estimate and find solutions to problems; and
  - (D) organize, write, and compile workplace business documents.
- (5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:
- (A) research and compare published workplace policies and procedures;
  - (B) demonstrate responsible and ethical behavior;
  - (C) summarize provisions of the Fair Labor Standards Act;
  - (D) describe the consequences of breach of confidentiality; and
  - (E) research and describe laws related to different careers.
- (6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:
- (A) identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and
  - (B) develop effective leadership skills through participation in activities such as career and technical student organizations.
- (7) The student applies concepts and skills related to safety at the workplace. The student is expected to:
- (A) identify and apply safe working practices related to training station;
  - (B) demonstrate knowledge of personal and occupational safety practices in the workplace;
  - (C) offer solutions related to unsafe work practices and attitudes;
  - (D) explain Occupational Safety and Health Administration regulations in the workplace; and

- (E) determine health and wellness practices that influence job performance.
- (8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:
  - (A) analyze the future employment outlook in the occupational area;
  - (B) describe entrepreneurial opportunities in the occupational area;
  - (C) compare rewards and demands for various levels of employment in a variety of careers;
  - (D) evaluate strategies for career retention and advancement in response to the changing global workplace;
  - (E) summarize the rights and responsibilities of employers and employees; and
  - (F) determine effective money-management and financial-planning techniques.
- (9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:
  - (A) evaluate and compare employment options, including salaries and benefits;
  - (B) compare rewards and demands for various levels of employment in a variety of careers;
  - (C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and
  - (D) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

*Source: The provisions of this §127.13 adopted to be effective September 1, 2009, 34 TexReg 5913.*

**§127.14. Career Preparation II (Two to Three Credits).**

- (a) General requirements. This course is recommended for students in Grade 12. Recommended prerequisite: Career Preparation I.
- (b) Introduction. Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.
- (c) Knowledge and skills.
  - (1) The student uses and evaluates employability skills to maintain a position in a company. The student is expected to:
    - (A) create a professional electronic portfolio, including a two- to four-year individual career plan of study, resumé, cover letter, awards, commendations, and thank you letters;
    - (B) obtain letters of recommendation;
    - (C) expand personal communication skills; and
    - (D) refine interview skills.
  - (2) The student develops advanced knowledge and skills associated with success in the workplace. The student is expected to:
    - (A) maintain appropriate grooming and appearance for the workplace;
    - (B) demonstrate positive interpersonal skills, including respect for diversity;

- (C) demonstrate appropriate business and personal etiquette in the workplace;
  - (D) exhibit productive work habits, attitudes, and ethical practices;
  - (E) evaluate consequences for breach of personal and occupational safety practices in the workplace; and
  - (F) prioritize work to fulfill responsibilities and meet deadlines.
- (3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:
- (A) evaluate personal integrity and its effects on human relations in the workplace;
  - (B) evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
  - (C) recognize and appreciate diversity in the workplace;
  - (D) analyze employer expectations;
  - (E) exhibit productive work habits and attitudes;
  - (F) communicate effectively to a variety of audiences;
  - (G) analyze ethical standards; and
  - (H) comply with organizational policies and procedures.
- (4) The student applies academic knowledge and skills in the workplace. The student is expected to:
- (A) apply critical- and creative-thinking skills to solve complex problems;
  - (B) integrate mathematical concepts into business transactions;
  - (C) analyze and apply data from tables, charts, and graphs to find solutions to problems;
  - (D) apply effective listening skills used in the workplace;
  - (E) read and write technical reports and summaries; and
  - (F) apply effective verbal, nonverbal, written, and electronic communication skills.
- (5) The student recognizes legal responsibilities of the workplace. The student is expected to:
- (A) evaluate provisions of the Fair Labor Standards Act;
  - (B) analyze the legal consequences of breach of confidentiality; and
  - (C) research and describe laws governing the different professions.
- (6) The student recognizes the dangers of identity theft. The student is expected to:
- (A) identify various methods criminals use to obtain information; and
  - (B) research how to avoid becoming a victim.
- (7) The student applies the use of self-development techniques and interpersonal skills to improve personal development. The student is expected to:
- (A) evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
  - (B) participate in leadership and career-development activities.
- (8) The student recognizes knowledge and skills related to safety in the workplace. The student is expected to:
- (A) apply safe working practices to training station;



- (B) evaluate unsafe work practices and attitudes;
  - (C) evaluate the impact of Occupational Safety and Health Administration regulations in the workplace;
  - (D) recognize the importance of applying safety rules in all situations; and
  - (E) analyze health and wellness practices that influence job performance.
- (9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:
- (A) research and identify current or emerging occupations;
  - (B) analyze future employment outlook;
  - (C) research entrepreneurial opportunities;
  - (D) analyze rewards and demands for various levels of employment;
  - (E) identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;
  - (F) identify and pursue opportunities, available in high school and post secondary, to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;
  - (G) evaluate the rights and responsibilities of employers and employees; and
  - (H) apply money-management and financial-planning techniques.
- (10) The student identifies skills and attributes necessary for professional advancement. The student is expected to:
- (A) evaluate and compare employment options such as salaries, benefits, and prerequisites;
  - (B) compare rewards and demands for various levels of employment in a variety of careers;
  - (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;
  - (D) determine preparation requirements for levels of employment in a variety of careers;
  - (E) determine interests, abilities, personal priorities, and family responsibilities affecting career choice; and
  - (F) demonstrate effective methods to secure, maintain, and terminate employment.

*Source: The provisions of this §127.14 adopted to be effective September 1, 2009, 34 TexReg 5913.*

**§127.15. Problems and Solutions (One-Half to One Credit).**

- (a) General requirements. This course is recommended for students in Grades 11-12.
- (b) Introduction. Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.
- (c) Knowledge and skills.

- (1) The student applies mathematics, science, English language arts, and social studies in independent study. The student is expected to:
  - (A) select an original independent study project for personal enrichment and professional development;
  - (B) use reading and research skills to investigate self-selected topics and compile a research portfolio;
  - (C) collaborate with an interdisciplinary team to develop a project;
  - (D) identify community, state, national, or international issues to select a project;
  - (E) conduct a project under the supervision of a mentor;
  - (F) use scientific methods of investigation;
  - (G) apply statistical concepts to analyze data, evaluate results, and draw conclusions;
  - (H) compare and contrast findings in a coherent and organized manner; and
  - (I) present the independent research project to an appropriate audience of experts in the field using a variety of technologies.
- (2) The student uses verbal and nonverbal communication skills. The student is expected to:
  - (A) listen actively and effectively in group discussions;
  - (B) use a variety of resources to access, process, and collect data relevant to the project; and
  - (C) document the time and cost to accomplish the project goal.
- (3) The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:
  - (A) analyze ethical challenges posed by factors such as cost containment, new and emerging technologies, and allocation of limited resources; and
  - (B) review legal issues related to the research project.
- (4) The student designs and develops a research project related to their career interests. The student is expected to:
  - (A) identify processes to be used in the independent research project; and
  - (B) use resources to complete a project.
- (5) The student uses technology needed to complete a research project. The student is expected to:
  - (A) use search engines, databases, and other digital electronic tools effectively to locate information;
  - (B) evaluate quality, accuracy, completeness, reliability, and currency of information from any source;
  - (C) prepare, organize, and present independent research, mentor experiences, and processes;
  - (D) accept constructive criticism and revise personal views when valid evidence warrants; and
  - (E) prepare and present scientific/technical information in appropriate formats to a panel of experts in the field of the research project.
- (6) The student evaluates the original research project. The student is expected to:
  - (A) create weekly progress reports that address time management and goal setting;
  - (B) meet periodically with the teacher for conferences about progress, concerns, successes, and needs;

- (C) conduct self-evaluations of speech presentations;
- (D) compose written reflections regarding strengths and weaknesses as well as areas of growth;
- (E) analyze the feedback from the panel of experts; and
- (F) submit project results and analysis to mentors and experts.

*Source: The provisions of this §127.15 adopted to be effective September 1, 2009, 34 TexReg 5913.*