

Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter A. Middle School

§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 résumé;
- (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.