

*Career
Development:
Middle School*

Scope and Sequence

| | |
|-----------------------------|--|
| Cluster: | Career Development: Middle School |
| Course Name: | §127.3 Exploring Careers |
| Course Description: | <p>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 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.</p> |
| Course Requirements: | <p>This course is recommended for students in Grades 7-8. Students must have access to computers and the Internet.</p> |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|------------------------------------|--|--|--|
| I. World of Work | | | |
| A. Introduction to career clusters | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (B) explore the career clusters as defined by the U.S. Department of Education | <ul style="list-style-type: none"> • EC • FSW • LMCI/CAE • LMCI/CCDVS • LMCI/CIN • LMCI/COC • LMCI/CSN • SWW • TCYL • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • Vocational Information Center www.khake.com/page2.html |
| B. Portfolio | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (A) create a personal career portfolio | <ul style="list-style-type: none"> • BLS • CF • LMCI/CIN • LMCI/COC • LMCI/CSN • Quintessential Careers www.quintcareers.com/job_search_portfolio.html • Teacher Tap www.eduscapes.com/tap/topic82.htm |
| | (3) The student analyzes college and career opportunities. | (A) determine academic requirements for transition from one learning level to the next | |
| C. Career awareness | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (B) explore the career clusters as defined by the U.S. Department of Education | <ul style="list-style-type: none"> • CF • CSCC • CSTIG • CTSOs • EC • FSW • LE • LMCI/COC • TCYL |
| | (4) The student evaluates skills for personal success. | (F) identify skills that can be transferable among a variety of careers | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|----------------------------|--|--|---|
| D. Decision making process | (4) The student evaluates skills for personal success. | (C) use a problem-solving model and critical-thinking skills to make informed decisions (D) use effective time-management and goal-setting strategies | <ul style="list-style-type: none"> • BLS • CF • CSCC • CSTIG • CTSOs • EC |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|----------------------------|--|--|---|
| | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | <ul style="list-style-type: none"> • FSW • LE • LMCI/COC • LMCI/CIN • LMCI/CSN • SWW • TCYL |
| | (3) The student analyzes college and career opportunities. | (A) determine academic requirements for transition from one learning level to the next | |
| | | (E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning | |
| E. Workplace basic skills | (7) The student develops skills for professional success. | (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 | <ul style="list-style-type: none"> • CF • CSCC • CSTIG • CTSOs • EC • LE • LMCI/BNWB • LMCI/COC • LMCI/SW • SWW • The Career Key • www.careerkey.org/asp/career_development/foundation_skills.asp • Vocational Information Center - Skills • www.khake.com/page3.html |
| F. How things have changed | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | <ul style="list-style-type: none"> • CF • EC • LE • LMCI/COC • LMCI/STC • LMCI/CSN • LMCI/CIN • LMCI/PPI • SWW |
| | (7) The student develops skills for professional success. | (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|--|--|--|---|
| G. Post-secondary options in high school | (3) The student analyzes college and career opportunities. | (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 | <ul style="list-style-type: none"> • LMCI/COC • LMCI/CIN • Local District Resources • Local High School course catalog • TechPrep www.techpreptexas.org |
| | | (E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning | |
| II. Personality, Interest, and Aptitude Assessments | | | |
| A. Completion of personal assessments | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (A) complete, discuss, and analyze the results of personality, career interest, and aptitude assessments | <ul style="list-style-type: none"> • ASVAB Career Exploration Program www.asvabprogram.com • TexasCARES www.lmci.state.tx.us/shared/cares.asp • Texas OSCAR - Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx |
| B. Review of results | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (A) complete, discuss, and analyze the results of personality, career interest, and aptitude assessments | <ul style="list-style-type: none"> • ASVAB Career Exploration Program www.asvabprogram.com • TexasCARES www.lmci.state.tx.us/shared/cares.asp • Texas OSCAR - Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx |
| | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | |
| C. Analysis of labor market information | (5) The student recognizes the impact of career choice on personal lifestyle. | (B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area | <ul style="list-style-type: none"> • EC • LMCI/CCDVS • LMCI/LOACT • Achieve Texas www.achievetexas.org • Career Clusters |

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| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|--|--|--|--|
| | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (C) summarize the career opportunities in a cluster of personal interest | <ul style="list-style-type: none"> • Career Clusters www.careerclusters.org • Labor Market and Career Information www.lmci.state.tx.us • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org • TexasCARES www.lmci.state.tx.us/ shared/cares.asp • Texas OSCAR - Occupation and Skill Computer Assisted Researcher www.ioscar.org/tx • U.S. Bureau of Labor Statistics www.bls.gov |
| (D) research current and emerging fields related to personal interest | | | |
| (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 | | | |
| (G) research educational options and requirements using appropriate technology | | | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|-------------------------------|--|---|---|
| D. Post-secondary assessments | (3) The student analyzes college and career opportunities. | (C) develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education | <ul style="list-style-type: none"> • LMCI/COC • LMCI/CSN • LMCI/CYC • The ACT www.actstudent.org/college/index.html <ul style="list-style-type: none"> • ASVAB Career Exploration Program www.asvabprogram.com • College Board www.collegeboard.com • TechPrep www.techpreptexas.org |
| | | (F) identify how performance on assessments such as the SAT®, ACT®, ASVAB®, and ACCUPLACER® impact personal academic and career goals | |

III. Career Cluster Project

| | | | |
|-------------|--|--|---|
| A. Research | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (B) explore the career clusters as defined by the U.S. Department of Education | <ul style="list-style-type: none"> • EC • FSW • LMCI/CAE • LMCI/CCDVS • LMCI/CIN • LMCI/COC • LMCI/CSN • SWW • TCYL • Achieve Texas www.achievetexas.org • Career Clusters www.careercluster.org • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org • Entrepreneur.com www.entrepreneur.com • Mind Tools www.mindtools.com • TexasCARES www.lmci.state.tx.us/shared/cares.asp • Texas OSCAR - Occupation and Skill Computer Assisted Research |
| | | (C) summarize the career opportunities in a cluster of personal interest | |
| | | (D) research current and emerging fields related to personal interest | |
| | | (G) research educational options and requirements using appropriate technology | |
| | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | |
| | | (E) identify entrepreneurial opportunities within a field of personal interest | |
| | (3) The student analyzes college and career opportunities. | (A) determine academic requirements for transition from one learning level to the next | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|---|--|--|--|
| | | (E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning | Skill Computer Assisted Researcher www.ioscar.org/tx • Vocational Information Center www.khake.com/page2.html |
| | (4) The student evaluates skills for personal success. | (D) use effective time-management and goal-setting strategies | |
| | (5) The student recognizes the impact of career choice on personal lifestyle. | (B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area | |
| | | (C) evaluate at least three career interests based on budget and salary expectations | |
| | (7) The student develops skills for professional success. | (F) complete activities using project- and time-management techniques | |
| B. Presentations | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (B) make oral presentations that fulfill specific purposes, using appropriate technology | • Mind Tools www.mindtools.com |
| | (7) The student develops skills for professional success. | (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills | |
| IV. Budget and Personal Money Management | | | |
| A. Building a budget | (5) The student recognizes the impact of career choice on personal lifestyle. | (A) prepare a personal budget reflecting the student's desired | • EC • FSW • LE • LMCI/COC • SWW • TCYL • Dictionary of Occupational Titles www.occupationalinfo.org • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org |
| | | (B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area | |
| | | (C) evaluate at least three career interests based on budget and salary expectations | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|--|--|--|--|
| | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (F) explore how career choices impact the balance between personal and professional responsibilities | <ul style="list-style-type: none"> • Reality Check www.lmci.state.tx.us/realitycheck |
| | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | |
| B. Lifestyle goals | (5) The student recognizes the impact of career choice on personal lifestyle. | (A) prepare a personal budget reflecting the student's desired lifestyle | <ul style="list-style-type: none"> • CF • EC • FSW • LE • LMCI/COC • TCYL • SWW • Reality Check www.lmci.state.tx.us/realitycheck |
| | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (F) explore how career choices impact the balance between personal and professional responsibilities | |
| C. Alternative career options ("Plan B") | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (F) explore how career choices impact the balance between personal and professional responsibilities | <ul style="list-style-type: none"> • EC • LMCI/CIN • LMCI/COC • LMCI/CSN • LMCI/LOACT • LMCI/WST • Dictionary of Occupational Titles www.occupationalinfo.org • Labor Market and Career Information www.lmci.state.tx.us • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org • Texas CARES www.lmci.state.tx.us/shared/cares.asp |
| | (5) The student recognizes the impact of career choice on personal lifestyle. | (B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area | |
| | | (C) evaluate at least three career interests based on budget and salary expectations | |
| D. Banking options 1. Savings 2. Checking 3. Money market savings | (6) The student demonstrates an understanding of personal financial management. | (A) compare the advantages and disadvantages of different types of banking services | <ul style="list-style-type: none"> • EC • FSW • LE • LMCI/COC |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|--|---|---|--|
| 3. Money market savings 4. 401K 5. College savings | | (B) simulate opening and maintaining different types of bank | <ul style="list-style-type: none"> • LMCI/COC • LMCI/SW • SWW • Family Economics & Financial Education www.fefe.arizona.edu • FDIC - Money Smart for Young Adults www.fdic.gov/consumers/consumer/moneysmart/young.html • Hands On Banking Program www.handsonbanking.org/en • Jump\$Start www.jumpstart.org • NEFE High School Financial Planning Program hsfpp.nefe.org/home |
| | | (C) simulate different methods of withdrawals and deposits | |
| | | (D) reconcile bank statements, including fees and services | |
| | (3) The student analyzes college and career opportunities. | (C) develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education | |
| E. Balancing a checkbook | (6) The student demonstrates an understanding of personal financial management. | (C) simulate different methods of withdrawals and deposits | |
| | | (D) reconcile bank statements, including fees and services | |
| F. Credit cards | (6) The student demonstrates an understanding of personal financial management. | (A) compare the advantages and disadvantages of different types of banking services | |
| | | (B) simulate opening and maintaining different types of bank | |
| G. Retirement savings | (6) The student demonstrates an understanding of personal financial management. | (A) compare the advantages and disadvantages of different types of banking services | |
| V. Workplace Basics | | | |
| A. Modeling workplace basics skills | (4) The student evaluates skills for personal success. | (A) implement effective study skills for academic success | <ul style="list-style-type: none"> • BLS • BNWB • CF • CSCC • CSTIG • CTSOs • EC • FSW • LE • LMCI/COC • LMCI/SW • SWW • The Career Key |
| | | (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 | |

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|----------------------|---|--|--|
| | (7) The student develops skills for professional success. | <p>(F) identify skills that can be transferable among a variety of</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills</p> <p>(C) model characteristics of effective leadership, teamwork, and conflict management</p> <p>(D) recognize the importance of a healthy lifestyle, including the ability to manage stress</p> <p>(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</p> | <p>www.careerkey.org/asp/career_development/foundation_skills.asp</p> <ul style="list-style-type: none"> • Ethics Resource Center www.ethics.org • FCCLA www.texasfccla.org • Good Character.com www.goodcharacter.com/NFS/SchoolToWork.html • How to Study www.how-to-study.com • How to Study www.howtostudy.org • Mayo Clinic - Stress Management www.mayoclinic.com/health/stress-management/MY00435 • Mind Tools www.mindtools.com • Stress Management www.helpguide.org/mental/stress_management_relief_coping.htm • Stress Management Health Center www.webmd.com/balance/stress-management/stress-management-topic-overview • Texas Work Prep LMS www.texasworkprep.com • Vocational Information Center - Skills www.khake.com/page3.html |
| B. Social networking | (7) The student develops skills for professional success. | (B) evaluate the impact of positive and negative personal choices including use of electronic communications such as social networking sites | <ul style="list-style-type: none"> • CTSOs • EC • LE • LMCI/COC • LMCI/CSN • LMCI/TJHG • SWW • Work in Texas www.workintexas.com |

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| Units of Study | Knowledge and Skills | Student Expectations | Resources | |
|--------------------------------------|--|--|--|--|
| VI. Educational Planning | | | | |
| A. Exploring all levels of education | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (G) research educational options and requirements using appropriate technology | <ul style="list-style-type: none"> • CF • EC • LE • LMCI/COC • LMCI/CYC • LMCI/CIN • LMCI/CSN • LMCI/STC • LMCI/PPI • SWW • The ACT www.actstudent.org/college/index.html • Local and District sources • Off to College www.offtocollege.com/ • TechPrep www.thecb.state.tx.us • TexasCARES www.lmci.state.tx.us/shared/cares.asp • U.S. Community Colleges www.utexas.edu/world/comcol/state/ • U.S. Universities www.utexas.edu/world/univ/state/ • Vocational Information Center www.khake.com/page2.html | |
| | (3) The student analyzes college and career opportunities. | (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 | | |
| | | (D) discuss the impact of effective college and career planning | | |
| B. Financial aid | (3) The student analyzes college and career opportunities. | (C) develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education | <ul style="list-style-type: none"> • EC • LMCI/CIN • LMCI/COC • LMCI/STC • LMCI/CYC | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources | |
|-------------------------|--|--|--|---|
| | (6) The student demonstrates an understanding of personal financial management. | (A) compare the advantages and disadvantages of different types of banking services | <ul style="list-style-type: none"> • Federal Student Aid www.fafsa.ed.gov • Off to College www.offtocollege.com • Smart Money www.smartmoney.com/personal-finance/college-planning/ • U.S. Department of Education www.ed.gov | |
| C. Post-secondary goals | (1) The student explores personal interests and aptitudes as they relate to education and career planning. | (G) research educational options and requirements using appropriate technology | <ul style="list-style-type: none"> • EC • LMCI/CIN • LMCI/COC • LMCI/CSN • LMCI/CYC • LMCI/PPI • LMCI/STC • The ACT www.actstudent.org/college/index.html • ASVAB Career Exploration Program www.asvabprogram.com • CollegeBoard www.collegeboard.com www.collegeboard.com/student/testing/accuplacer • Off to College www.offtocollege.com/ • TexasCARES www.lmci.state.tx.us/shared/cares.asp • U.S. Community Colleges www.utexas.edu/world/comcol/state/ • U.S. Universities www.utexas.edu/world/univ/state/ | |
| | (3) The student analyzes college and career opportunities. | (A) determine academic requirements for transition from one learning level to the next | | (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. | (C) use a problem-solving model and critical-thinking skills to make informed decisions | | (D) use effective time-management and goal-setting strategies |
| | (7) The student develops skills for professional success. | (B) evaluate the impact of positive and negative personal choices including use of electronic communications such as social networking sites | | (F) complete activities using project- and time-management techniques |
| | | | | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|---|--|--|---|
| D. High school graduation plan | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | <ul style="list-style-type: none"> • EC • LMCI/CIN • LMCI/COC • LMCI/CSN • LMCI/STC • High School Counselors • Local and District Course Catalogs • TexasCARES www.lmci.state.tx.us/shared/cares.asp • Texas Higher Education Coordinating Board www.theccb.state.tx.us |
| | (3) The student analyzes college and career opportunities. | (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 | |
| | (4) The student evaluates skills for personal success. | (C) use a problem-solving model and critical-thinking skills to make informed decisions | |
| | | (D) use effective time-management and goal-setting strategies | |
| (7) The student develops skills for professional success. | (D) recognize the importance of a healthy lifestyle, including the ability to manage stress | | |
| | (F) complete activities using project- and time-management techniques | | |
| VII. Technology | | | |
| A. Importance of technology within occupations | (2) The student analyzes personal interests and aptitudes regarding education and career planning. | (C) develop and analyze tables, charts, and graphs related to career interests | <ul style="list-style-type: none"> • CF • EC • FSW • LE • LMCI/COC • LMCI/CSN • SWW • Technical Career Skills jobsearchtech.about.com/od/techcareersskills/tp/TechSkills.htm |
| | | (D) determine the impact of technology on careers of personal | |
| | (4) The student evaluates skills for personal success. | (E) effectively use information and communication technology tools | |
| | | (F) identify skills that can be transferable among a variety of | |

| Units of Study | Knowledge and Skills | Student Expectations | Resources |
|---|--|---|---|
| | (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. | (A) complete actual or virtual labs to simulate the technical skills required in various occupations | |
| B. Relationship between occupations Examples: School system is more than teachers 1. Nurse 2. Computer technologist 3. Grounds keepers 4. Custodians 5. Maintenance workers 6. Cafeteria workers | (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. | (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 | <ul style="list-style-type: none"> • LMCI/COC • Achieve Texas www.achievetexas.org • Career Clusters www.careerclusters.org • Occupational Outlook Handbook www.bls.gov/oco • O*Net online.onetcenter.org • Vocational Information Center - Skills www.khake.com/page3.html |
| C. Case Studies Example: "What if nurses no longer existed?" | | | |

| Resources: Books | | |
|------------------|---|---------------|
| BLS | Building Life Skills, Goodheart-Willcox Company, 2003 | 1566378850 |
| CF | Careers in Focus, Goodheart-Willcox, 2003 | 1566378826 |
| CSCC | Career Studies, Curriculum Caddy, CEV Multimedia, Ltd., 2004 | 1569186499 |
| CSTIG | Career Studies Teacher's Instructional Guide, Curriculum Center for FCS, 2001 | |
| CTSOs | Career and Technical Student Organizations: Resources, Programs, and Projects | |
| EC | Exploring Careers, Glencoe/McGraw-Hill Division, 2004 | 0078456444 |
| FSW | From School to Work, Goodheart-Willcox Company, 2006 | 9781590705599 |
| LE | Learning for Earning, Goodheart-Willcox Company, 2006 | 9781590705513 |
| LMCI | Labor Market and Career Information | |
| | LMCI/BNWB Beyond the Numbers: Workplace Basics | |
| | LMCI/CAE Careers Are Everywhere | |
| | LMCI/CCDVS Career Clusters Digital Video Show | |
| | LMCI/CIN Career Investigation Newspaper | |
| | LMCI/COC Career Orientation Curriculum | |
| | LMCI/CSN Career Success Newspaper | |

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|--|--|----------------------|------------|
| LMCI/CYC Charting Your Course LMCI/LOACT Licensed Occupations and Apprenticeship Contacts in Texas LMCI/PPI Pathways to Personal Independence LMCI/STC Starting the Conversation LMCI/SW Succeed at Work Express LMCI/TJHG Texas Job Hunter's Guide LMCI/WST Why Study This? | | | |
| SWW | Succeeding in the World of Work, Glencoe/McGraw-Hill Division, 2003 | | 0078280338 |
| TCYL | Take Charge of Your Life!, Goodheart-Willcox Company, 2004 | | 156637927X |
| Resources: Web Sites | | | |
| Achieve Texas | www.achievetexas.org | | |
| ASVAB Career Exploration Program | www.asvabprogram.com | | |
| Career Clusters | www.careerclusters.org | | |
| CollegeBoard | www.collegeboard.com | | |
| Dictionary of Occupational Titles | www.occupationalinfo.org | | |
| Entrepreneur.com | www.entrepreneur.com | | |
| Ethics Resource Center | www.ethics.org | | |
| Family Economics & Financial Education | www.fefe.arizona.edu | | |
| FCCLA | www.texasfccla.org | | |
| FDIC - Money Smart for Young Adults | www.fdic.gov/consumers/consumer/moneysmart/young.html | | |
| Federal Student Aid | www.fafsa.ed.gov | | |
| Good Character.com | www.goodcharacter.com/NFS/SchoolToWork.html | | |
| Hands On Banking Program | www.handsonbanking.org/en | | |
| How to Study | www.how-to-study.com | | |
| How to Study | www.howtostudy.org | | |
| Jump\$tart | www.jumpstart.org | | |
| Labor Market and Career Information | www.lmci.state.tx.us | | |
| Mayo Clinic - Stress Management | www.mayoclinic.com/health/stress-management/MY00435 | | |
| Mind Tools | www.mindtools.com | | |
| NEFE High School Financial Planning Program | http://hsfpp.nefe.org/home | | |

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|---|--|----------------------|-----------|
| O*Net | http://online.onetcenter.org | | |
| Occupational Outlook Handbook | www.bls.gov/oco | | |
| Off to College | www.offtocollege.com | | |
| Quintessential Careers | www.quintcareers.com/job_search_portfolio.html | | |
| Reality Check | www.lmci.state.tx.us/realitycheck | | |
| Smart Money | www.smartmoney.com/personal-finance/college-planning | | |
| Stress Management | www.helpguide.org/mental/stress_management_relief_coping.htm | | |
| Stress Management Health Center | www.webmd.com/balance/stress-management/stress-management-topic-overview | | |
| Teacher Tap | www.eduscapes.com/tap/topic82.htm | | |
| Technical Career Skills | http://jobsearchtech.about.com/od/techcareersskills/tp/TechSkills.htm | | |
| TechPrep | www.techpreptexas.org | | |
| Texas Higher Education Coordinating Board | www.thecb.state.tx.us | | |
| Texas OSCAR - Occupation and Skill Computer Assisted Researcher | www.ioscar.org/tx | | |
| Texas Work Prep LMS | www.texasworkprep.com | | |
| TexasCARES | www.lmci.state.tx.us/shared/cares.asp | | |
| The ACT | www.actstudent.org/college/index.html | | |
| The Career Key | www.careerkey.org/asp/career_development/foundation_skills.asp | | |
| U.S. Bureau of Labor Statistics | www.bls.gov | | |
| U.S. Community Colleges | www.utexas.edu/world/comcol/state | | |
| U.S. Department of Education | www.ed.gov | | |
| U.S. Universities | www.utexas.edu/world/univ/state | | |
| Vocational Information Center Career Exploration | www.khake.com/page2.html | | |
| Vocational Information Center Skills for Today's Workforce | http://www.khake.com/page3.html | | |
| Work in Texas | www.workintexas.com | | |