



Scope & Sequence

Course Name: College and Career Readiness PEIMS Code: 12700300		Course Credit: none Course Requirements: This course is recommended for students in grades 7 - 8 Prerequisites: none
Course Description: 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 requirement for various colleges and a variety of chosen career paths.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
		*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 127.3. (c) Knowledge and skills

<p>Unit 1: Career Clusters</p> <p>During this unit, students will explore all of the career clusters. Students will complete a career interest assessment and from the results be able to identify career clusters of interest to them. Students will recognize the importance of educational achievement and performance to the attainment of personal and career goals. Students will investigate a career within a pathway of interest and describe associated education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).</p>	<p>n/a</p>	<p>(1) The student explores career assessments as related to college and career planning. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze and discuss the initial results of career assessments; (B) explore the 16 career clusters; (C) research trending fields related to career interest areas; (D) determine academic requirements in related career fields; <p>and</p> <ul style="list-style-type: none"> (E) research educational options and requirements using available resources
<p>Unit 2: College and Career Preparedness</p> <p>Students will investigate a career within a pathway of interest and describe associated education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs). Students will explore and compare several postsecondary options including employment, military, continuing education/training, apprenticeship, etc. based on student-developed criteria.</p>	<p>n/a</p>	<p>(2) The student analyzes college and career opportunities. The student is expected to:</p> <ul style="list-style-type: none"> (A) determine academic requirements for transitioning to high school; (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;



<p>Students will learn about and practice test-taking strategies for common examinations, SAT[®], ACT[®], ASVAB[®], and Texas Success Initiative (TSI[®]), used for entrance into selected postsecondary opportunities.</p>		<p>(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement;</p> <p>(D) discuss the impact of effective college and career planning;</p> <p>(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and</p> <p>(F) identify how performance on assessments such as the PSAT/NMSQT[®], SAT[®], ACT[®], ASVAB[®], and Texas Success Initiative (TSI[®]) impact personal academic and career goals</p>
<p>Unit 3: Professional Development</p> <p>Students will identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers. Students will recognize the importance of educational achievement and performance to the attainment of personal and career goals. Students will demonstrate the importance of positive work ethics and soft skills in relation to educational and career success</p>	<p>n/a</p>	<p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;</p> <p>(C) model characteristics of effective leadership, teamwork, and conflict management;</p>



<p>including, but not limited to, appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving, and teamwork. Students will understand the purpose and benefits of membership in career and technical student organizations (CTSOs) and professional associations as well as the advantages of participation in co-curricular, extracurricular, career preparation, and extended learning experiences.</p>		<p>(D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and</p> <p>(E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations</p>
<p>Unit 4: Employability Skills</p> <p>This unit explores the professional standards and employability skills required by business and industry. Students will demonstrate the following job-seeking skills: writing a resume and cover letter, completing a job application, finding and pursuing employment leads, selecting/using references, and interviewing for a job. Students will grow to understand that responsibility, time management, organization, positive attitude, teamwork and good character</p>	<p>n/a</p>	<p>(3) The student evaluates skills for personal success. The student is expected to:</p> <ul style="list-style-type: none"> (A) use interpersonal skills to facilitate effective teamwork; (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies; (D) identify skills that can be transferable among a variety of careers; (E) create a personal career portfolio;



<p>have a large impact on employability and job retention.</p>		<p>(F) make oral presentations that fulfill specific purposes using appropriate technology; and</p> <p>(G) identify entrepreneurial opportunities within a field of personal interest</p>
<p>Unit 5: Financial Literacy</p> <p>Students will use fractions, percents, and ratios to solve problems related to stock transactions, credit cards, taxes, budgets, automobile purchases, checking and savings accounts and other related finance applications. Students will analyze the impact of money, investment, credit, savings, debt, identity theft, and financial institutions on the development of the nation and the lives of individuals.</p>		<p>(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</p> <ul style="list-style-type: none">(A) prepare a personal budget reflecting the student's desired lifestyle; and(B) use resources to compare and contrast salaries of at least three careers in the student's interest area <p>(5) The student demonstrates an understanding of financial management. The student is expected to:</p> <ul style="list-style-type: none">(A) compare the advantages and disadvantages of different types of money management services;(B) simulate opening and maintaining different types of financial accounts;(C) simulate different methods of withdrawals and deposits;(D) reconcile financial statements, including fees and services;



		<p>(E) compare and contrast forms of credit, including credit cards and debit cards;</p> <p>(F) discuss the importance of credit scores;</p> <p>(G) discuss the impact of identity theft on credit; and</p> <p>(H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.</p>
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