

## Scope & Sequence

<b>Course Name:</b> Investigating Careers <b>PEIMS Code:</b> 12700400		<b>Course Credit:</b> none <b>Course Requirements:</b> This course is recommended for students in grades 7-8 <b>Prerequisites:</b> none
<b>Course Description:</b> 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. 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.		
<b>NOTE:</b> 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* (no credits for this course)	TEKS Covered <b>127.2. (c) Knowledge and skills</b>
<b>Unit 1: Career Clusters</b>  During this unit, students will explore all the career clusters. Students will complete a career interest assessment and from the results be able to identify career clusters of interest to them.	n/a	(1) The student investigates one or more careers within the 16 career clusters. The student is expected to: <ul style="list-style-type: none"> <li>(A) identify the various career opportunities within one or more career clusters; and</li> <li>(B) identify the pathways within one or more career clusters</li> </ul>

<p><b>Unit 2: Career Pathways</b></p> <p>During this unit, students will gain an understanding of career program concentrations and career pathways offerings. 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>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) research the academic requirements for one or more of the careers in an identified cluster;</li> <li>(B) research the certification or educational requirements for careers; and</li> <li>(C) describe the technical-skill requirements for careers</li> </ul>
<p><b>Unit 3: Labor Market Information</b></p> <p>Students will recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. Students will determine viable career options (high-demand, high-skilled, and high-wage) through analysis of national, state, regional, and local labor</p>	<p>n/a</p>	<p>(3) The student investigates labor market information. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) analyze national, state, regional, and local labor market information;</li> <li>(B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and</li> </ul>

<p>market information. Students will identify trends and changes in employment trends, societal needs, and economic conditions that affect career plans.</p>		<p>(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning</p>
<p><b>Unit 4: Career Development</b></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 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</p>	<p>n/a</p>	<p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) apply core academic skills to meet personal, academic, and career goals;</li> <li>(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</li> <li>(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;</li> <li>(D) identify professional associations affiliated with a career pathway;</li> <li>(E) recognize the value of community service and volunteerism;</li> </ul> <p>and</p>

<p>well as the advantages of participation in co-curricular, extracurricular, career preparation, and extended learning experiences.</p>		<p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations</p>
<p><b>Unit 5: Job Seeking Skills</b></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.</p>	<p>n/a</p>	<p>(5) The student investigates job-seeking skills. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the steps for an effective job search;</li> <li>(B) describe appropriate appearance for an interview; and</li> <li>(C) participate in a mock interview</li> </ul> <p>(6) The student creates professional documents required for employment. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) develop a resume;</li> <li>(B) write appropriate business correspondence such as a letter of intent and a thank you letter;</li> <li>(C) complete sample job applications; and</li> <li>(D) explain protocol for selecting and using references</li> </ul>