

#### §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.