

ATTACHMENT II
Text of Proposed Revisions to 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter A. Middle School

§127.1. Implementation of Texas Essential Knowledge and Skills for Career Development, Middle School.

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year, with the exception of §127.2 of this title (relating to Career Investigations). Section 127.2 of this title was implemented September 1, 1998, and will be superseded by §127.3 and §127.4 beginning with the 2010-2011 school year.

§127.3. Exploring Careers.

- (a) General requirements. This course is recommended for students in Grades 7-8.
- (b) Introduction. 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 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.
- (c) Knowledge and skills.
 - (1) The student explores personal interests and aptitudes as they relate to education and career planning. The student is expected to:
 - (A) complete, discuss, and analyze the results of personality, career interest, and aptitude assessments;
 - (B) explore the career clusters as defined by the U.S. Department of Education;
 - (C) summarize the career opportunities in a cluster of personal interest;
 - (D) research current and emerging fields related to personal interest areas;
 - (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; and
 - (G) research educational options and requirements using appropriate technology.
 - (2) The student analyzes personal interests and aptitudes regarding education and career planning. The student is expected to:
 - (A) create a personal career portfolio;
 - (B) make oral presentations that fulfill specific purposes using appropriate technology;
 - (C) develop and analyze tables, charts, and graphs related to career interests;
 - (D) determine the impact of technology on careers of personal interest; and
 - (E) identify entrepreneurial opportunities within a field of personal interest.
 - (3) The student analyzes college and career opportunities. The student is expected to:
 - (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;
 - (C) develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education;
 - (D) discuss the impact of effective college and career planning;
 - (E) demonstrate decision-making skills related to school and community issues, programs of study, and career planning; and
 - (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. The student is expected to:
- (A) implement effective study skills for academic success;
 - (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; and
 - (F) identify skills that can be transferable among a variety of careers.
- (5) The student recognizes the impact of career choice on personal lifestyle. The student is expected to:
- (A) prepare a personal budget reflecting the student's desired lifestyle;
 - (B) use appropriate resources to compare and contrast salaries and educational requirements of at least three careers in the student's interest area; and
 - (C) evaluate at least three career interests based on budget and salary expectations.
- (6) The student demonstrates an understanding of personal financial management. The student is expected to:
- (A) compare the advantages and disadvantages of different types of banking services;
 - (B) simulate opening and maintaining different types of bank accounts;
 - (C) simulate different methods of withdrawals and deposits; and
 - (D) reconcile bank statements, including fees and services.
- (7) The student develops skills for professional success. The student is expected to:
- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
 - (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
 - (C) model characteristics of effective leadership, teamwork, and conflict management;
 - (D) recognize the importance of a healthy lifestyle, including the ability to manage stress;
 - (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; and
 - (F) complete activities using project- and time-management techniques.
- (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. The student is expected to:

- (A) complete actual or virtual labs to simulate the technical skills required in various occupations; and
- (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.