

# Career Investigations

## At-A-Glance - Lamar CISD

Professional Standards/Employability Skills/Technical Skills			
<b>Ongoing Skills Imbedded All Year</b>	<p><b><u>Employability Skills</u></b>            4(A) The student will demonstrate effective time-management and goal-setting strategies.            4(B) The student will identify skills that can be transferable among a variety of careers.            4(C) The student will oral professional presentations on a topic related to career and college exploration using appropriate technology.            4(D) The student will apply core academic skills to meet personal, academic, and career goals.            4(F) The student will define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance.            3(D) The student will discuss the impact of effective college and career planning.</p> <p><b><u>Career Exploration:</u></b>            1(C) The student will identify various career opportunities within one or more career clusters.            2(A) The student will research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster.            2(B) The student will use available resources to research and evaluate educational and training options for one or more of the careers in an identified career cluster.</p>		
	<p>Completing tasks as assigned in a timely manner.            Demonstrate work ethic, integrity, dedication, and perseverance through successful project completion.            For each career cluster, students will explore career opportunities and educational requirements. In addition, each unit below lists specific career-related knowledge that students are expected to know by the end of this course.</p>		
Grading Period	Unit Name	Estimated Time Frame	TEKS
<b>Grading Period 1 29 Days</b>	<p><b>Class Introduction &amp; Expectations</b>  <b>Getting to Know you Activities</b>  <b>CTE Career Clusters</b></p>	<p><b>7 Days</b></p>	<p>Rule 127.2 Career and College Exploration 1A, 1B, 1C, 4A, 4B</p>
	<p>(1) The student takes one or more career interest surveys, aptitude tests, or career assessments and explores various college and career options. The student is expected:            1(A) The student will analyze and discuss the initial results of the assessments.            1(B) The student will explore and describe the CTE career clusters.            1(C) The student will identify various career opportunities within one or more career clusters.</p> <p><b><u>Employability Skills</u></b>            4(A) The student will demonstrate effective time-management and goal-setting strategies.            4(B) The student will identify skills that can be transferable among a variety of careers.</p>		
	<p><b>Business &amp; Industry Endorsement:</b>  <b>Arts, A/V Tech, &amp; Communications</b></p>	<p><b>6 Days</b></p>	<p>Rule 130.82 Principles of Arts, Audio/Video Technology, and Communications 5A, 5B</p>
	<p>(5) The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:            5(A) The student will use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects.            5(B) The student will use processes such as personal information management, file management, and file sharing.</p>		
	<p><b>STEM Endorsement:</b>  <b>Programming and Software Development</b></p>	<p><b>8 Days</b></p>	<p>Rule §127.761 - Fundamentals of Computer Science - 5A, 5B, 5C, 5D, 5E, 5F, 6A, 4E</p>
<p>(5) Digital citizenship. The student explores and understands safety, legal, cultural, and societal issues relating to the use of technology and information. The student is expected to:            5(A) The student will discuss copyright laws/issues and model ethical acquisition of digital information by citing sources using established methods.            5(B) The student will demonstrate proper digital etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and on intranets.            5(C) The student will investigate measures such as passwords or virus detection/prevention to protect computer systems and databases from unauthorized use and tampering.            5(D) The student will understand the safety risks associated with the use of social networking sites.            5(E) The student will discuss the impact of computing and computing related advancements on society.            5(F) The student will determine the reliability of information available through electronic media.</p>			

	<p>(6) Technology operations and concepts. The student understands technology concepts, systems, and operations as they apply to computer science. The student is expected to:</p> <p>6(A) The student will demonstrate knowledge of the basic computer components, including a central processing unit (CPU), storage, and input/output devices.</p> <p>(4) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:</p> <p>4(E) The student will demonstrate coding proficiency in a contemporary programming language by developing solutions that create stories, games, and animations.</p>		
	<b>STEM Endorsement: Engineering</b>	<b>8 Days</b>	RULE §127.743 - Principles of Applied Engineering – 3A, 3C
	<p>(3) The student presents conclusions, research findings, and designs using a variety of media throughout the course. The student is expected to:</p> <p>3(A) The student will use clear and concise written, verbal, and visual communication techniques.</p> <p>3(C) The student will use sketching and computer-aided drafting and design (CADD) to develop and present ideas.</p>		
<b>Grading Period 2</b> <b>27 Days</b>	<b>Business &amp; Industry Endorsement: Agriculture, Food, and Natural Resources</b>	<b>13 Days</b>	RULE §130.2 – Principles of Agriculture, Food, and Natural Resources 4A, 4B, 4C, 4D
	<p>(4) The student explains the historical, current, and future significance of the agriculture, food, and natural resources industry. The student is expected to:</p> <p>4(A) The student will define the scope of agriculture.</p> <p>4(B) The student will analyze the scope of agriculture, food, and natural resources and its effect upon society.</p> <p>4(C) The student will evaluate significant historical and current agriculture, food, and natural resources developments.</p> <p>4(D) The student will identify potential future scenarios for agriculture, food, and natural resources systems, including global impacts.</p>		
	<b>Business &amp; Industry Endorsement: Manufacturing: Welding</b>	<b>7 Days</b>	RULE §130.362 – Introduction to Welding 3A, 3B, 3C, 3D, 3E, 4A, 4B
	<p>(3) The student evaluates the function and application of the tools, equipment, technologies, and materials used in welding. The student is expected to:</p> <p>3(A) The student will employ welding equipment according to safety standards.</p> <p>3(B) The student will identify and properly dispose of environmentally hazardous materials used in welding.</p> <p>3(C) The student will explain the importance of recycling materials used in welding.</p> <p>3(D) The student will choose appropriate personal protective equipment.</p> <p>3(E) The student will evaluate skills related to health and safety in the workplace as specified by appropriate governmental regulations.</p> <p>(4) The student compares and contrasts welding joint design, material symbols, and welds. The student is expected to:</p> <p>4(A) The student will demonstrate knowledge of welding sketches.</p> <p>4(B) The student will identify types of welds such as fillet, groove, spot, plug, and flanged.</p>		
	<b>Business &amp; Industry Endorsement: Architecture &amp; Construction</b>	<b>7 Days</b>	Principles of Construction 1A, 2A, 2B, 2C, 6A, 7A
<p>PC 1(A) The student will explain the role of an employee in the construction industry.</p> <p>PC 2(A) The student will explain the idea of a safety culture.</p> <p>PC 2(B) The student will explain the importance of a safety culture in the construction crafts.</p> <p>PC 2(C) The student will explain the role of the OSHA in job-site safety.</p> <p>PC 6(A) The student will recognize and identify the basic hand tools and their purposes for the construction trades.</p> <p>PC 7(A) The student will identify powered hand tools commonly used in the construction trades.</p>			
<b>Grading Period 3</b> <b>28 Days</b>	<b>Business &amp; Industry Endorsement: Transportation, Distribution, and Logistics</b>	<b>7 Days</b>	AB 3A, 3B, 3C
	<p>(3) The student demonstrates academic skills related to the requirements of automotive technology. The student is expected to:</p> <p>3(A) The student will demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers.</p> <p>3(B) The student will demonstrate effective written communication skills, including documenting on a repair order the customer concern/complaint, root cause of the failure, and corrective action to complete the repair.</p>		

	3(C) The student will demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using decimals and fractions in the metric and U.S. standard systems as appropriate.		
	<b>Individual Career and Academic Plan</b>	<b>16 Days</b>	<b>RULE §127.2 – Career and College Exploration – 8A, 8B, 8C, 5A, 5B, 5C, 5D, 5E, 1D, 2A, 2B, 3A, 3B, 3D, 3E, 3H, 3I, 4C, 4D</b>
	<p>(8) The student creates an individual career and academic plan. The student is expected to:</p> <p>8(A) The student will select a career pathway in a desired field, such as military service, entrepreneurship, or industry.</p> <p>8(B) The student will document high school courses and postsecondary educational requirements for that career pathway.</p> <p>8(C) The student will write a plan for starting one’s career after the completion of high school and any post-secondary education.</p> <p>(5) The student investigates labor market information and recognizes the impact of college and careers choices on personal lifestyle. The student is expected to:</p> <p>5(A) The student will analyze labor market trends related to a career of interest.</p> <p>5(B) The student will classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information.</p> <p>5(C) The student will analyze the effects of changing employment trends, societal needs, and economic conditions on career choices.</p> <p>5(D) The student will prepare a personal budget reflecting the student’s desired lifestyle.</p> <p>5(E) The student will use resources to compare salaries of at least three careers in the student’s interest area.</p> <p>(1) The student takes one or more career interest surveys, aptitude tests, or career assessments and explores various college and career options. The student is expected to:</p> <p>1(D) The student will research and evaluate emerging occupations related to career interest areas.</p> <p>2(A) The student will research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster.</p> <p>2(B) The student will use available resources to research and evaluate educational and training options for one or more of the careers in an identified career cluster.</p> <p>(3) The student analyzes educational and career opportunities. The student is expected to:</p> <p>3(A) The student will describe academic requirements for transitioning from middle school to high school and from high school to career or postsecondary education.</p> <p>3(B) The student will explore and list opportunities for earning college credit in high school such as Advanced Placement examinations, International Baccalaureate examinations, dual credit courses, and local and statewide articulated credit courses.</p> <p>3(D) The student will discuss the impact of effective college and career planning.</p> <p>3(E) The student will 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>3(H) The student will identify professional associations affiliated with a particular career pathway.</p> <p>3(I) The student will define entrepreneurship and identify entrepreneurial opportunities within a field of personal interest.</p> <p>4(C) The student will oral professional presentations on a topic related to career and college exploration using appropriate technology.</p> <p>4(D) The student will apply core academic skills to meet personal, academic, and career goals.</p>		
	<b>1<sup>st</sup> Semester Review &amp; Semester Exams</b>	<b>5 Days</b>	All TEKS listed above
<b>Grading Period 4</b> <b>31 Days</b>	<b>Business &amp; Industry Endorsement: Business, Marketing &amp; Finance</b>	<b>14 Days</b>	<b>PBMF 4C, 9A, 2B, 11A, 11B, 12A, 2C</b>
	<p>PBMF4(C) The student will identify factors affecting a business’ profits, revenues, and expenses.</p> <p>PBMF 9(A) The student will evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer.</p> <p>PBMF 2(B) The student will differentiate between goods and services.</p> <p>PBMF 11(A) The student will define marketing.</p> <p>PBMF 11(B) The student will understand how marketing is related to other functions of business.</p> <p>PBMF 12(A) The student will explain the concept of market and market identification.</p> <p>PBMF 2(C) The student will identify the types of business.</p>		
	<b>Business &amp; Industry Endorsement: Hospitality &amp; Tourism</b>	<b>17 Days</b>	<b>ICA 3D, 3E, 4B, 7, 13</b>
	<p>(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:</p> <p>3(D) The student will relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients.</p> <p>3(E) The student will demonstrate active listening skills to obtain and clarify information.</p>		

	(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to: 4(B) The student will employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers. (7) The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. (13) The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems.	
<b>Grading Period 5</b> <b>30 Days</b>	<b>Public Service Endorsement: Health Science</b>	<b>13 Days</b> PHS 5A, 7A
	PHS 5 The student will assess career options and the preparation necessary for employment in the health science industry. PHS 5(A) The student will locate, evaluate, and interpret career options and employment information. PHS 7(A) The student will compare health science careers within the diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems.	
	<b>Public Service Endorsement: Law and Public Service</b>	<b>11 Days</b> PLPCS 9, 10, 11, 12, 13, FS 6A
	PLPCS (9) The student will identify the roles of the public safety professional. PLPCS (10) The student will identify the roles and functions of court systems. PLPCS (11) The student will identify the roles and functions of the correctional system. PLPCS (12) The student will identify the roles and functions of private security systems and agencies. PLPCS (13) The student will identify the roles and functions of fire protection services. FS 6(A) The student will compare and contrast the roles of forensic scientists and crime scene investigators.	
	<b>Public Service Endorsement: Education and Training</b>	<b>6 Days</b> PET 3, 5, 8
PET (3) The student will recognize the impact of social media and web-based applications on the education process. PET (5) The student will explain societal impacts on the education and training field. PET (8) The student will identify elements of an effective classroom environment.		
<b>Grading Period 6</b> <b>27 Days</b>	<b>Job Seeking Skills</b>	<b>13 Days</b> Rule 127.2 Career and College Exploration 6A, 6B, 6C, 7A, 7B, 7C, 7D, 4E, 4F, 3F, 3G
	(6) The student investigates job-seeking skills. The student expected to: 6(A) The student will identify the steps for an effective job search. 6(B) The student will describe appropriate appearance for an interview. 6(C) The student will participate in a mock interview. (7) The student creates professional documents required for employment. The student expected to: 7(A) The student will write a resume. 7(B) The student will write appropriate business correspondence such as a cover letter and a thank you letter. 7(C) The student will complete sample job applications. 7(D) The student will explain protocol for selecting and using references. (4) The student develops skills for personal success. The student is expected to: 4(E) The student will explain the value of community service and volunteerism. 4(F) The student will define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance. (3) The student analyzes educational and career opportunities. The student is expected to: 3(F) The student will investigate and describe the importance of co-curricular, extracurricular, career preparation, and extended learning experiences in developing college applications or resumes. 3(G) The student will investigate and report on the steps required to participate or enroll in a variety of career and educational opportunities, including entry-level employment, military service, apprenticeships, community and technical colleges, and universities, as applicable to the career.	
	<b>Financing Higher Education</b>	<b>10 Days</b> RULE §127.2 – Career and College Exploration– 3C
	(3) The student analyzes educational and career opportunities. The student is expected to: 3(C) The student will investigate and describe various methods available to pay for college and other postsecondary training, including financial aid, scholarships college savings, employee benefits, and other sources of income.	
	<b>2<sup>nd</sup> Semester Review &amp; Semester Exams</b>	<b>4 Days</b> All TEKS listed above