



Course Overview

Unit Title	Unit Summary
<u>Introduction to CTE and Self Discovery</u>	Students will explore Career and Technical Education pathways while developing foundational self-awareness and personal health management skills. They will learn basic computer knowledge, understand CTE opportunities, define their employability image, and develop stress management techniques. Students will utilize Naviance to assess learning and productivity preferences while building foundational skills for career exploration and personal success.
<u>Business, Marketing, and Finance</u>	Students will explore comprehensive career opportunities within the Business, Marketing, and Finance career cluster while developing understanding of various career pathways. They will investigate programs including Business Management, Marketing and Sales, Entrepreneurship, and Accounting and Finance. Students will analyze educational requirements, career opportunities, and develop foundational knowledge for success in business-related career fields.
<u>Arts and Audio/Video</u>	Students will examine diverse career opportunities within the Arts, Audio/Video Technology, and Communications career cluster. They will explore programs including Animation, Audio Video Production, Digital Audio, Graphic Design, Fashion Design, and Commercial Photography. Students will understand creative industry requirements, analyze career pathways, and develop appreciation for arts and media career opportunities.
<u>Agriculture</u>	Students will investigate career opportunities within the Agriculture, Food, and Natural Resources career cluster while understanding the vital role of agriculture in society. They will explore programs including Animal Science, Agricultural Mechanics, and Plant Science. Students will develop employability skills relevant to agricultural careers and understand educational pathways leading to success in agriculture-related professions.
<u>Architecture, Construction, and Transportation</u>	Students will explore career opportunities within Architecture and Construction and Transportation career clusters. They will investigate programs including Architecture, Construction, Interior Design, Paint and Refinishing, and Automotive Repair. Students will understand technical career requirements, analyze educational pathways, and develop awareness of skilled trades and professional opportunities in these essential industries.

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<u>Hospitality and Tourism</u>	Students will examine career opportunities within the Hospitality and Tourism career cluster while understanding customer service excellence and industry standards. They will explore programs including Culinary Arts and Lodging and Resort Management. Students will develop employability skills specific to service industries and understand the educational requirements for hospitality and tourism career success.
<u>STEM and Information Technology</u>	Students will investigate comprehensive career opportunities within Science, Technology, Engineering, Mathematics, and Information Technology career clusters. They will explore programs including Engineering, Programming and Software Development, Networking, Web Design, and Cybersecurity. Students will understand technical skill requirements and educational pathways for high-demand STEM careers.
<u>Public Services</u>	Students will explore diverse career opportunities within Government and Public Administration, Education and Training, and Human Services career clusters. They will investigate programs including Education and Training, Cosmetology and Barbering, Health Science and EMS, Law Enforcement, Legal careers, and Forensics. Students will understand public service career requirements and the educational pathways for serving communities and society.
<u>Future Opportunities and Planning for Success</u>	Students will develop comprehensive understanding of college requirements, entrance examinations, and advanced course options while creating individual academic plans. They will learn to calculate GPA, understand college entrance requirements, and explore various educational pathways. Students will create personalized academic plans that align with their career goals and educational aspirations for future success.
<u>Career and College Investigation</u>	Students will conduct in-depth investigation of career interests and educational opportunities while exploring diverse pathways to career success. They will examine types of educational opportunities, college considerations, and military career options. Students will complete career interest inventories using Naviance and develop understanding of various pathways to achieve their career goals.
<u>Budgeting for the Future</u>	Students will develop essential financial literacy skills and understanding of education costs while learning budgeting and financial planning strategies. They will explore college costs, financial aid options, and develop practical budgeting skills through hands-on projects. Students will understand personal finance management and develop skills for making informed financial decisions throughout their careers.
<u>Workplace Skills and</u>	Students will master essential workplace skills and personal characteristics

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<u>Characteristics</u>	required for career success while developing professional behaviors and attitudes. They will learn to work with diverse personalities, develop teamwork and communication skills, understand ethics, and practice goal setting and time management. Students will develop leadership skills and complete skills inventories to understand their professional strengths and areas for growth.
<u>Job Seeking Skills</u>	Students will develop comprehensive job search skills and interview techniques while creating professional employment documents. They will learn job searching strategies, application completion, resume and cover letter writing, and professional interviewing skills. Students will understand the job search process and develop confidence in presenting themselves professionally to potential employers.
<u>Stepping into the Real World</u>	Students will understand the transition to employment and workplace expectations while exploring organizational structures and employee benefits. They will learn new hire procedures, management structures, and work environment preferences. Students will create presentations on future work-life balance plans and demonstrate understanding of professional workplace expectations and career transition processes.
VR Career Explorations	Students will utilize virtual reality technology to explore career opportunities through immersive experiences that provide realistic job previews. They will engage with Transfr VR career exploration platforms to experience various career fields firsthand. This innovative unit enhances career exploration through technology-enhanced learning experiences that provide authentic career insights and hands-on career sampling.

Standards for Introduction to CTE and Self Discovery

Texas Essential Knowledge and Skills (TEKS)

(1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:

- evaluate the importance of grooming, hygiene, and appearance in personal and professional settings; **[1(A)]**
- select and maintain clothing to maximize appearance for a variety of possible employment experiences **[1(B)]**
- evaluate the effects of a balanced diet on health, appearance, and effective job performance **[1(C)]**

(3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:

- apply stress management techniques **[3(G)]**

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

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Standards for Business, Marketing, and Finance

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments; **[5(A)]**
- conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster; **[5(B)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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Standards for Arts and Audio/Video

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments; **[5(A)]**
- conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster; **[5(B)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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Standards for Agriculture

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments; **[5(A)]**
- conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster; **[5(B)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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Standards for Architecture, Construction, and Transportation

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- demonstrate professional appearance and behavior **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify career opportunities within career clusters **[5(A)]**
- research educational requirements for career opportunities within career clusters **[5(B)]**
- analyze career opportunities within career clusters **[5(F)]**
- analyze educational and training requirements for employment **[5(G)]**

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Standards for Hospitality and Tourism

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- demonstrate professional appearance and behavior **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify career opportunities within career clusters **[5(A)]**
- research educational requirements for career opportunities within career clusters **[5(B)]**
- analyze career opportunities within career clusters **[5(F)]**
- analyze educational and training requirements for employment **[5(G)]**

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Standards for STEM and Information Technology

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- demonstrate professional appearance and behavior **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify career opportunities within career clusters **[5(A)]**
- research educational requirements for career opportunities within career clusters **[5(B)]**
- analyze career opportunities within career clusters **[5(F)]**
- analyze educational and training requirements for employment **[5(G)]**

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Standards for Public Services

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- demonstrate professional appearance and behavior **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify career opportunities within career clusters **[5(A)]**
- research educational requirements for career opportunities within career clusters **[5(B)]**
- analyze career opportunities within career clusters **[5(F)]**
- analyze educational and training requirements for employment **[5(G)]**

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Standards for Future Opportunities and Planning for Success

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments; **[5(A)]**
- conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster; **[5(B)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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Standards for Career and College Investigation

Texas Essential Knowledge and Skills (TEKS)

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify academic and technical high school courses related to career choices of interest to the student **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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Standards for Budgeting for the Future

Texas Essential Knowledge and Skills (TEKS)

(3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:

- set long-term goals and short-term objectives for personal growth **[3(F)]**
- demonstrate positive work habits **[3(G)]**

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- set long-term goals, short-term objectives, and develop action plans related to professional growth **[4(C)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- create and present an individualized plan of study for at least one career, including the results of personal, financial, and career planning resources, such as Reality Check **[5(H)]**

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Standards for Workplace Skills and Characteristics

Texas Essential Knowledge and Skills (TEKS)

(1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:

- evaluate the importance of grooming, hygiene, and appearance in personal and professional settings; **[1(A)]**
- select and maintain clothing to maximize appearance for a variety of possible employment experiences; **[1(B)]**
- evaluate the effects of a balanced diet on health, appearance, and effective job performance. maintain personal health **[1(C)]**

(2) The student demonstrates social interaction skills necessary for personal and career success. The student is expected to:

- (A) demonstrate conventional social behaviors when interacting with peers and adults in work-based scenarios by:
 - (i) using appropriate greetings;
 - (ii) saying please and thank you;
 - (iii) giving and receiving compliments;
 - (iv) giving and receiving apologies;
 - (v) accepting consequences for actions and learning from mistakes;
 - (vi) differentiating between interactions at work and outside of work;
 - (vii) accepting feedback concerning various job behaviors;
- (B) practice social skills in work-based scenarios by:
 - (i) working effectively under different styles of supervision;
 - (ii) working cooperatively as a member of a team;
 - (iii) working effectively with people who have different personalities;
 - (iv) helping others when asked or without being asked; and
 - (v) demonstrating appropriate interactions with authority figures.

(3) The student demonstrates personal characteristics that will result in success in the workplace. The student is expected to:

- apply effective management skills, such as time management and organization, to facilitate task completion; **[3(A)]**
- use specific verbal and written language to communicate needs and ideas; **[3(B)]**
- apply problem-solving strategies for effective decision making; **[3(C)]**
- practice strategies for negotiation and conflict resolution; **[3(D)]**
- demonstrate effective communication skills including verbal, non-verbal, written, and electronic; **[3(E)]**

General Employability

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- evaluate interests, abilities, values, and work environment preferences related to career choices; **[4(A)]**
- identify expectations of employers such as having a positive attitude, selfreliance, staying on task, being punctual, and displaying initiative; **[4(B)]**
- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**
- practice the development of positive interpersonal skills in the workplace through role-play; **[4(E)]**
- demonstrate appropriate self-advocacy skills.**[4(F)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- research and present on current topics in employability skills using human resources publications and other sources of scholarly and professional material; **[5(E)]**

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Standards for Job Seeking Skills

Texas Essential Knowledge and Skills (TEKS)

(1) The student demonstrates general employability skills by maintaining basic requirements of personal health, hygiene, and grooming. The student is expected to:

- evaluate the importance of grooming, hygiene, and appearance in personal and professional settings; **[1(A)]**
- select and maintain clothing to maximize appearance for a variety of possible employment experiences; **[1(B)]**
- evaluate the effects of a balanced diet on health, appearance, and effective job performance. maintain personal health **[1(C)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- analyze employability skills found in employment advertisements and databases such as Help Wanted Online in the individual career areas of interest; **[5(C)]**

(6) The student explores topics related to job searches and interviews. The student is expected to:

- experiment with the various modes by which a thorough job search can be conducted; **[6(A)]**
- identify the different types of employment interviews that are possible; **[6(B)]**
- practice possible answers to anticipated questions asked at interviews; **[6(C)]**
- demonstrate understanding of the components of interviews including before, during, and after the interview, such as preparation/research, initial interview questions, employers' expectations, and listening and responding; **[6(D)]**
- engage in successful interview strategies through various activities, such as role playing, practice interviews, demonstrations, and evaluations of sample interview case studies. **[6(E)]**

(7) The student demonstrates an understanding of the transition to new employment. The student is expected to:

- describe the purpose and importance of new employee orientation; **[7(A)]**
- describe how group initiation may occur in the workplace; **[7(B)]**
- discuss employee benefits, such as pay and health insurance; **[7(C)]**
- explain the purpose of a new employee introductory period; **[7(D)]**
- describe the need to understand jargon, language, and vocabulary particular to a position; **[7(E)]**
- research the kinds of policies and procedures typically found in a workplace; **[7(F)]**
- interpret organizational charts; **[7(G)]**
- compare various work styles and settings such as working alone versus working collaboratively; working indoors versus working outdoors; or being a team lead versus a team member; **[7(H)]**

General Employability

- define and explain the various emotions that may accompany new or initial employment, such as feeling overwhelmed, lonely, anxious, dependent, excited, and/or motivated; **[7(1)]**

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Standards for Stepping into the Real World

Texas Essential Knowledge and Skills (TEKS)

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- present an analysis of employability skill findings related to personal career interests; **[5(D)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**
- create and present an individualized plan of study for at least one career, including the results of personal, financial, and career planning resources, such as Reality Check. **[5(H)]**

(7) The student demonstrates an understanding of the transition to new employment. The student is expected to:

- describe the purpose and importance of new employee orientation; **[7(A)]**
- describe how group initiation may occur in the workplace; **[7(B)]**
- discuss employee benefits, such as pay and health insurance; **[7(C)]**
- explain the purpose of a new employee introductory period; **[7(D)]**
- describe the need to understand jargon, language, and vocabulary particular to a position; **[7(E)]**
- research the kinds of policies and procedures typically found in a workplace; **[7(F)]**
- interpret organizational charts; **[7(G)]**
- compare various work styles and settings such as working alone versus working collaboratively; working indoors versus working outdoors; or being a team lead versus a team member; **[7(H)]**
- define and explain the various emotions that may accompany new or initial employment, such as feeling overwhelmed, lonely, anxious, dependent, excited, and/or motivated; **[7(I)]**
- research and present on various topics related to work/life balance **[7(J)]**

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Standards for VR Career Explorations

Texas Essential Knowledge and Skills (TEKS)

(4) The student demonstrates employability skills for success in a variety of job settings. The student is expected to:

- exhibit general employability skills such as regular attendance, team member contributions, and timely task completion; **[4(D)]**

(5) The student explores the Career Clusters as defined by the U.S. Department of Education. The student is expected to:

- identify at least two Career Clusters that correlate to the results of career interest and aptitude assessments; **[5(A)]**
- conduct in-depth studies of one or more Career Clusters of interest to determine career opportunities in that cluster; **[5(B)]**
- identify academic and technical high school courses related to career choices of interest to the student; **[5(F)]**
- compare the educational requirements for careers of personal interest **[5(G)]**

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