Career Awareness

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code:	C25X06
Prerequisite:	None
Credit:	½ to 1
Grade Level(S):	6-8
Graduation Requirements:	This course is meant to serve as an exploratory course to assist students in determining an appropriate elective focus. It does not fulfill any graduation requirements.
POS Concentrator:	This course does not satisfy credit attainment for connector status, since it is not part of an approved program of study.
Programs of Study and Sequence:	This course is encouraged as a pre-requisite for any and all high school CTE courses and programs of study, as well as academic and fine art elective focuses.
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	None
Teacher Endorsement(s):	001, 004, 006, 007, 009, 009, 010, 011, 012, 013, 014, 015, 016, 017, 018, 019, 020, 021, 022, 023, 024, 025, 026, 027, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047,048, 049, 050, 051, 052, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 077, 078, 079, 080, 081, 082, 099, 100, 101, 102, 103, 105, 108, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 125, 126, 127, 128, 129, 130, 131, 132, 133, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 201, 202, 203, 204, 210, 211, 212, 213, 214, 220, 221, 230, 231, 240, 241, 250, 301, 310, 311, 400, 401, 402, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 434, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 445, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 465, 466, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 484, 485, 486, 490, 491, 492, 493, 494, 495, 496, 498, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520,521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education.html

Course Description

Career Awareness is an introductory course designed to build foundational knowledge of career opportunities through (a) examining key characteristics evident in successful leaders; (b) connecting academic aptitude and personal strengths to postsecondary and career success; and (c) bringing awareness to career availability in various contexts. Upon completion of this course, proficient students will understand their own strengths and academic skills, explain specific careers and career sectors of interest, and develop an understanding of the career pathways, postsecondary education institutions, and employers located in their greater community. Students will also demonstrate soft skills (e.g., teamwork, self-advocacy, and effective communication), alongside technical skills (e.g., time management and goal creation) to practice critical skills needed in the workplace. It is recommended that *Career Awareness* occur in sequence prior to both *Career Exploration* and *Career Advising and Planning.*

Course Standards

1. **Qualities For Success**

   1.1 <u>Leadership Skills</u>: Analyze and describe how **interpersonal and leadership skills** (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects.

   1.2 <u>Conflict</u>: Research and demonstrate understanding of characteristics and tactics for **handling difficult conversations, resolving conflict, and giving and receiving constructive criticism**.

   1.3 <u>Leadership Attributes</u>: Compile and evaluate an on-going list of **attributes commonly found in leaders** and describe how those characteristics contributed to their success. Some examples may include self-reliance, willingness to learn, effective communication, and time management.

   1.4 <u>Diversity</u>: **Understand, respect, and demonstrate appreciation for alternate points of view,** individual differences, cultural diversity, and differences in various family configurations.

   1.5 <u>SMART Goals</u>: Define the attributes of a SMART (specific, measurable, attainable, relevant, time-based) goal. **Create a set of SMART goals for an upcoming project.**

   1.6 <u>Time Management</u>: **Apply time management skills** to your SMART goals or projects and evaluate how your actions contributed to achieving your timely results through demonstration of the following skills:
      a. personal organization,
      b. prioritizing work,
      c. creating schedules, and
      d. setting deadlines.

1.7 <u>Communication Skills</u>: Demonstrate the following **communication skills appropriate to task and audience:**
   a. active listening skills,
   b. Oral communication, and
   c. written communication.

1.8 <u>Note-Taking Strategies</u>: Demonstrate the following effective **note-taking strategies from multiple sources** such as lectures, journals, websites, and/or textbooks and manuals:
   a. utilize an outline to identify main ideas,
   b. identify questions for further research, and
   c. summarize main points and speaker/author meanings.

2. Positive Self-Concept

2.1 <u>Self-Care</u>: Understand how to **foster and develop positive attitudes toward self** as a unique and worthy person. Identify activities that promote physical, mental, and emotional health within and outside of school.

2.2 <u>Values, Beliefs, and Strengths</u>: Distinguish between values, beliefs, and strengths and understand how they foster success in life. Understand how respect for others' **values, beliefs, and strengths leads to success** in group settings.

2.3 <u>Personal Choices</u>: Evaluate the **impact of positive and negative personal choices**, including the use of electronic communication and engagement on social media platforms, and how it affects a positive self-concept.

2.4 <u>Emotions</u>: Identify common emotions or feelings and cite the environments or circumstances where they arise. **Apply strategies to manage difficult experiences**, such as asking for help or engaging in self-advocacy.

2.5 <u>Boundaries</u>: Demonstrate the ability to **set appropriate boundaries** and requests for personal privacy. **Practice self-advocacy** by applying problem-solving and decision-making skills to make safe and healthy choices, with support from peers, school, and community partners when needed.

3. Academic Aptitude

3.1 <u>Academic Strengths</u>: Understand how **fostering academic strengths lead to academic achievement**. Articulate your own academic strengths and how to adopt dispositions that lead to successful learning.

3.2 <u>Areas for Improvement</u>: Identify academic strengths and areas for improvement. **Apply specific strategies to positively impact school performance**, such as asking for help when needed, using appropriate communication skills and applying feedback from teachers.

3.3 <u>Honestly and Integrity</u>: Research and articulate **the importance of honesty and integrity in academics and career** by describing appropriate and inappropriate practices in topics such as

writing/plagiarism, internet security, identity theft, workplace ethics, and interpersonal relationships/bullying.

3.4 <u>Ethical Dilemmas</u>: Use case-studies or **compare and contrast situational results to determine appropriate actions in similar circumstances**. Identify and practice (throughout the course) appropriate personal practical strategies to resolve ethical dilemmas.

4. Awareness of Available Careers

4.1 <u>Employment Trends</u>: Understand how **changing economic and societal needs influence employment trends and job availability** using job sourcing and career exploration websites.

4.2 <u>Transferable Skills</u>: Analyze how critical thinking, problem-solving, information and technology management, interpersonal awareness, honesty, and dependability are used in the workplace. Compare how these **skills are transferable between and among various occupations**.

4.3 <u>Career Opportunities</u>: **Explore available occupations and career fields** using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare results of research to available career opportunities in the local community or region using job sourcing and career exploration websites.

4.4 <u>Career Comparison</u>: Develop a chart, table, or graphic to **compare characteristics of interesting careers**, such as alignment to personal interest and aptitude, education requirements, available positions, salaries, potential lifetime earnings, typical duties, working conditions, and employer benefits.

4.5 <u>Entrepreneurship</u>: Research the backgrounds of successful entrepreneurs. Compare and contrast various **skills, experiences, and academic strengths associated with entrepreneurship**.

5. Community Context

5.1 <u>Career Technical Education (CTE):</u> Identify all available CTE courses and pathways, industry credentials and certifications, and work-based learning opportunities available in your middle school and high school. Understand the differences between **CTE courses, industry credentials, and work-based learning and how to pursue each option of postsecondary readiness**.

5.2 <u>Post-Secondary Education</u>: Understand the similarities and differences among **community, technical, and four-year residential colleges within the same geographic region**. Compare and contrast each option.

5.3 <u>Employment</u>: Identify multiple **major employers at the local and state level**. Create a list of interesting careers you may find with each company. Compare these skills to your results from a career assessment tool.

Career Exploration

Primary Career Cluster:	**General Career and Technical Education**
Course Contact:	CTE.Standards@tn.gov
Course Code:	C25X07
Prerequisite:	None
Credit:	½ to 1
Grade Level(S):	6-8
Graduation Requirements:	This course is meant to serve as an exploratory course to assist students in determining an appropriate elective focus. It does not fulfill any graduation requirements.
POS Concentrator:	This course does not satisfy credit attainment for connector status, since it is not part of an approved program of study.
Programs of Study and Sequence:	This course is encouraged as a pre-requisite for any and all high school CTE courses and programs of study, as well as academic and fine art elective focuses.
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	None
Teacher Endorsement(s):	001, 004, 006, 007, 009, 009, 010, 011, 012, 013, 014, 015, 016, 017, 018, 019, 020, 021, 022, 023, 024, 025, 026, 027, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047,048, 049, 050, 051, 052, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 077, 078, 079, 080, 081, 082, 099, 100, 101, 102, 103, 105, 108, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 125, 126, 127, 128, 129, 130, 131, 132, 133, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 201, 202, 203, 204, 210, 211, 212, 213, 214, 220, 221, 230, 231, 240, 241, 250, 301, 310, 311, 400, 401, 402, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 434, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 445, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 465, 466, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 484, 485, 486, 490, 491, 492, 493, 494, 495, 496, 498, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520,521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education.html

Course Description

Career Exploration is a course designed to reinforce previous career awareness and strategically explore a wide range of career options through (a) engaging in self-reflection and intentional goal setting by using a career assessment tool; (b) analyzing academic strengths and progress; (c) researching postsecondary options and the requirements for various career sectors; and (d) identifying coursework, extracurricular activities, and experiences that can support career exploration. Upon completion of this course, proficient students will use their own strengths and skills to set meaningful academic and career goals; articulate careers that align with their strengths and academic background or plans; and discover ways to explore various career options in their community. Students will also demonstrate soft skills (e.g., teamwork, self-advocacy, and effective communication), alongside technical skills (e.g. time management and goal creation) to practice critical skills needed in the workplace. It is recommended that *Career Exploration* occur in sequence after *Career Awareness* and prior to *Career Advising and Planning.*

Course Standards

1. Personal Assessment and Goal Development

1.1 <u>Personal Profile</u>: Summarize the results of a career assessment tool (such as, but not limited to, instruments determining interest and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to **develop a personal profile**. Ensure summaries cite specific textual evidence from the results, such as individual strengths and abilities, and compare and contrast results with prior knowledge or opinions. Throughout the course, continue to reference the results of the profile to connect individual strengths and interests with goal-setting, planning, and projects.

1.2 <u>Career Pathway</u>: With the support of a career assessment tool, engage in self-reflection to evaluate personal goals, skills, and interests to apply findings to **research a career pathway or career sector.**

1.3 <u>Goals</u>: **Create, monitor, and revise long-term (over two years), mid-term (one-two years), and short-term (less than one year) personal goals**, defining desired personal, education, career, and earning milestones. Define relevant key terms where appropriate. Evaluate factors that may influence these goals, including family responsibilities, individual values, and economic conditions.

1.4 <u>Personal Toolkit</u>: Compare information in personal profile and desired short-, mid-, and long-term goals and identify areas where support and development may be needed. Create, and continue to build throughout the course, a **personal toolkit of multiple available resources (physical and digital) to assist with educational achievement, personal growth and development, and career advancement**. Vet resources for the toolkit by assessing the extent to which each resource addresses a particular claim or recommendation for addressing a challenge or problem.

2. Academic Achievement

2.1 <u>Academic Progress</u>: Evaluate **current academic progress and how it aligns to future career goals**. Identify and articulate academic strengths and areas for improvement.

2.2 <u>Self-Advocacy</u>: Apply knowledge of personal academic strengths and weaknesses **to know when and how to ask for help**, when needed. Understand what resources are available to positively influence school performance. Identify strategies for improving educational achievement and performance.

2.3 <u>Academic Strategies</u>: Research and select appropriate **study habits, organizational strategies, stress reduction, and time management tactics to improve personal academic achievement and future career success**. Test hypotheses about appropriate strategies by following steps to techniques and tools precisely and provide updates (via methods such as oral reports, teacher-student check-in meetings, or personal reflection journals) about how the techniques did or did not improve achievement.

2.4 <u>Independent and Cooperative Work Skills</u>: Demonstrate the ability to work independently and cooperatively with peers, school leaders, and community partners when needed. **Show dependability, productivity, and initiative when completing individual and group projects**.

3. Education and Career Research

3.1 <u>Transferable Skills</u>: Identify a list of **skills that are transferable between different job sectors and careers.**

3.2 <u>High Demand Careers</u>: Using job sourcing and career exploration websites, research various jobs and career sectors. **Identify which occupations/industries are in high demand and/or are emerging in their fields**. Compare and contrast the information presented, including salary differences, education requirements, and potential challenges to overcome to enter the field.

3.3 <u>Entrepreneurship</u>: Understand the **role of entrepreneurship in the U.S. economy**. Research a well-known entrepreneur and prepare a report on his or her entrepreneurial characteristics and the problem the entrepreneurship sought to address.

3.4 <u>Post-Secondary Education</u>: Utilize online college access tools to research the differences among postsecondary options, including **trade or technical schools, community colleges, and four-year colleges and universities. Include specific characteristics, such as location, public or private institution, on- or off-campus housing, and cost per credit hour**.

3.5 <u>Academic Map</u>: Create an **academic map or course of study for a specific career** and identify key elements necessary for success, such as the following:
   a. important knowledge, skills, and mindsets;
   b. required high school and postsecondary courses;
   c. Average ACT scores;
   d. average GPAs; and
   e. prerequisite courses for post-graduate degrees and post-graduate entrance exams.

3.6 <u>Career Clusters and Pathways</u>: **Differentiate between a career cluster and a career pathway** and understand the context in which each is important.

3.7 <u>Career Technical Education (CTE)</u>: Demonstrate a **conceptual understanding of CTE content by articulating cross-content connections**. Identify various career opportunities within each cluster, and research estimated salary and education ranges.

3.8 <u>Career Exploration Assessment</u>: Using a personal inventory or career exploration assessment, **reflect on personal interests and align them to Tennessee's available career clusters**. Identify which career clusters are academically or personally interesting, and if they are available in your high school.

4. Career and Technical Student Organizations (CTSO)

4.1 <u>Opportunities</u>: Identify and **explore the recognized Career and Technical Student Organizations (CTSO) in Tennessee** and which organizations are available in your middle school and high school:
   a. Distributive Education Clubs of America (DECA),
   b. Future Business Leaders of America (FBLA),
   c. Family, Career, and Community Leaders of America (FCCLA),
   d. Future Farmers of America (FFA),
   e. Health Occupations Students of America (HOSA),
   f. SkillsUSA, and
   g. Technology Student Association (TSA).

4.2 <u>Membership</u>: Brainstorm and list the **potential benefits of CTSO membership,** including but not limited to career self-efficacy, college aspirations, community service, employability skills, leadership development, and academic motivation and engagement.

4.3 <u>Interview</u>: **Interview members of a particular CTSO**. Summarize and report on the basic responsibilities, organization, and future opportunities available to them.

5. Experiential Learning

5.1 <u>Career Pathway</u>: Investigate the **steps needed for participation in various career and educational opportunities**, such as entry-level employment, apprenticeships, community and technical colleges, industry credentials, and/or military service.

5.2 <u>Team Task</u>: Work in a team, with identified roles and responsibilities, to **develop an artifact specific to an interest-aligned CTE career cluster**. Create a flow chart or graphic organizer to illustrate processes taken to accomplish the task. Execute the plan of the product by designing, organizing, creating, reflecting, maintaining, and updating processes and team member responsibilities as needed.

5.3 <u>Extracurricular Activities</u>: Research the extracurricular activities available in middle school, their time requirements, and the **benefits of school involvement for long-term academic and career success**. Compare and contrast several activities.

5.4 <u>Educational Profile</u>: Create an **educational profile of an employee in an interest-aligned career**. Compare and contrast your personal knowledge to the information gathered from industry experts through interviews or media outlets.

5.5 <u>Career Exploration Experience</u>: Participate in a **career exploration experience via a career fair, guest speaker, industry tour, or similar experiential activity**. Compare new learnings with previously held notions on interest-aligned careers.

TN Department of Education | College, Career and Technical Education

Career Advising and Planning

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code:	C25X08
Prerequisite:	None
Credit:	½ to 1
Grade Level(S):	6-8
Graduation Requirements:	This course is meant to serve as an exploratory course to assist students in determining an appropriate elective focus. It does not fulfill any graduation requirements.
POS Concentrator:	This course does not satisfy credit attainment for connector status, since it is not part of an approved program of study.
Programs of Study and Sequence:	This course is encouraged as a pre-requisite for any and all high school CTE courses and programs of study, as well as academic and fine art elective focuses.
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	None
Teacher Endorsement(s):	001, 004, 006, 007, 009, 009, 010, 011, 012, 013, 014, 015, 016, 017, 018, 019, 020, 021, 022, 023, 024, 025, 026, 027, 027, 028, 029, 030, 031, 032, 033, 034, 035, 036, 037, 038, 039, 040, 041, 042, 043, 044, 045, 046, 047,048, 049, 050, 051, 052, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 077, 078, 079, 080, 081, 082, 099, 100, 101, 102, 103, 105, 108, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 145, 146, 125, 126, 127, 128, 129, 130, 131, 132, 133, 147, 150, 151, 152, 153, 154, 155, 156, 157, 158, 201, 202, 203, 204, 210, 211, 212, 213, 214, 220, 221, 230, 231, 240, 241, 250, 301, 310, 311, 400, 401, 402, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 434, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 439, 445, 448, 449, 450, 451, 452, 453, 458, 460, 461, 462, 463, 464, 465, 466, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 484, 485, 486, 490, 491, 492, 493, 494, 495, 496, 498, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520,521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 700, 701, 702, 703, 705, 706, 707, 710, 711, 720, 721, 722, 730, 740, 742, 750, 751, 760, 770, 771, 772, 773, 774, 775, 776, 780, 781
Required Teacher Certifications:	None
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education.html

Course Description

Career Advising and Planning is an course designed to show mastery of strategic career advising and planning through: (a) articulating personal academic strengths and applying them to a specific career and education requirements; (b) evaluating career options based on the alignment of skill sets, academics, and personality; (c) understanding the components of financing postsecondary education and beyond; and (d) engaging in experiential learning that can support career advising and planning. Upon completion of this course, proficient students will use their knowledge of individual strengths combined with career interests to meaningfully research pathways to postsecondary and work success, including the creation of high school coursework plans, career preparation materials, and ideal employee profiles. It is recommended that *Career Advising and Planning* occur in sequence after *Career Awareness* and *Career Exploration*.

Course Standards

1. **Academic Planning**

    1.1 Academic Strengths: **Understand and identify your academic strengths**. Compare and contrast those strengths to the knowledge and skills necessary for success in an interest-aligned career.

    1.2 Educational Requirements: **Identify education requirements for success in an interest aligned career.** Determine appropriate coursework, up through high school graduation, that would lead to postsecondary success. Participate in a preview day for incoming freshman high school students if available in your district. Explore opportunities for earning early postsecondary credit such as Advanced Placement, International Baccalaureate, statewide dual credit, and dual enrollment.

    1.3 Admissions: **Understand the admissions processes** for four-year colleges and universities, two-year community colleges, and technical schools. Research specific academic requirements for admission (standardized test scores, GPA, written essays, etc.) for a postsecondary institution aligned to your desired career.

    1.4 Academic Counselor: Meet your academic counselor. Understand how **your counselor supports you in your academic career**. Identify all the resources available to you as you explore and plan for your future career goals.

    1.5 Academic Plan: Create a five- to six-year **academic plan based on your desired career path** in accordance with State Board Middle School Policy 2.102. The five- to six-year plan should include major academic milestones, such as testing requirements and high school graduation, and what postsecondary plans are required for success in their chosen field. Include opportunities for CTE classes, industry credentials, or work-based learning.

2. **Career Planning**

    2.1 Career Profile: Discuss the impact of effective college and career planning. **Create a personal career profile and make an oral presentation** describing an ideal career, minimum education requirements, and identify any entrepreneurial opportunities within a field of personal interest.

2.2 <u>Strengths Alignment</u>: Explore the **alignment between your individual skills, desired career, and personality.** Describe how your strengths benefit your chosen career.

2.3 <u>Career Learning Experiences</u>: **Identify specific experiences that will foster success in your desired career**. Research how you could participate in these kinds of activities in the future.

2.4 <u>Labor Market</u>: Investigate labor market information in a sector aligned to your career interests. **Analyze national, state, regional, and local labor markets and classify evidence of high-skill, high-wage, or high-demand occupations**. Analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.

2.5 <u>Research Project</u>: Conduct a research project, citing multiple sources, to **analyze and describe how skills learned in school (including academic, technical, and "soft skills") benefit an individual in postsecondary training, career, and society.** Articulate importance of specific skills that will be emphasized in future education, including literacy, numeracy, critical thinking, and problem-solving.

3. **Career Financial Planning**

   3.1 <u>Education Costs</u>: Based on your desired career, **calculate education costs. Include early postsecondary opportunity (EPSO) credits if applicable. Create a financial savings plan** to achieve goal.

   3.2 <u>Financial Aid</u>: **Research and understand the differences between financial aid options** (scholarships, grants, student loans, etc.) and the misconceptions surrounding the cost of postsecondary education. Explain how financial aid can make postsecondary education more affordable, and how different types of financial aid impact that cost. Research both external and in-state financial aid options for Tennessee students.

   3.3 <u>Free Application for Federal Student Aid (FAFSA)</u>: **Analyze the FAFSA form and discuss the information needed** in completing and submitting it to the U.S. Department of Education.

   3.4 <u>Career Path Salaries</u>: **Research salaries based on desired career path** using reputable, accurate, and current sources.

   3.5 <u>Salary Range</u>: **Understand that each job has a salary range.** Research multiple job salary ranges, including low- and high-end salaries along with the education level required. Compare and contrast what factors influence salary range. Evaluate steps needed to financially plan for work and life goals.

4. **Experiential Learning**

   4.1 <u>Career Preparation Materials</u>: Using personal profile and career plan goals, **prepare customized career preparation materials or exercises for a specific occupation or industry**, such as:
      a. resume,
      b. Cover letter(s),
      c. thank-you notes (after interviews) for potential employers,
      d. list of transferable skills,

      e.   job application(s), and

      f.   mock interview or role-play exercise.

4.2 <u>Service Project</u>: **Participate in, and document, a service project that will be presented to the school and/or the community**. Investigate a need in the community, conduct interviews, ask clarifying questions to determine specifics, create an innovative way to address the need, document research and proposed solution, and present proposal using effective oral and written communication skills.

4.3 <u>Business Plan</u>: Using the need identified in Standard 4.2, **create a business plan.** Describe the key components of the entrepreneurial startup process (the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization) and how it seeks to solve the need or problem.

4.4 <u>Ethical Dilemma</u>: Read a case-study about an ethical dilemma in a workplace (such as plagiarism) and **craft an argument that develops and supports a claim about a potential solution** to the challenge posed by applying communications and literacy skills.

4.5 <u>Career and Technical Student Organization (CTSO)</u>: **Identify which CTSO most closely aligns to your career interests**. Research how to join and/or apply. If no CTSO at your middle or high school exists, consider and research steps to start one in the future.

4.6 <u>Interviews</u>: Conduct five **informational interviews with professionals in a career aligned to your interest**. Compare responses to previously completed research on education requirements and job expectation.