Lesson Plans
Units
Unit I: World of Work

Day 1: Reality Check

Objective:
Students will be motivated to gather career information in a variety of ways; one of which is financial independence.

TEKS:
Career Portals: 6.A, B

Materials:
- Reality Check Online Budget Calculator…….www.lmci.state.tx.us/realitycheck

Instructions:
This lesson is to motivate students to want to learn. In this lesson, it is important to allow students to work through this website independently, allowing them to choose whatever items they want, it is realistic. Whether or not this is a safe way for the students to make mistakes with their spending choices. After they are finished, we will be able to point out the reality of their spending. Later in this course we will bring them back into this system and show them how to develop an appropriate budget.

Activities:
- Have students go to the Reality Check budget calculator at www.lmci.state.tx.us/realitycheck
- Click on Flash or Non-Flash Version.
- Click on the Red button under Get a Reality Check.
- Allow the students to work through the site choosing anything they desire, where they want to live, what they want to drive, eat, wear, and buy.
- Once they have gone through and gotten a budget, then have them see what careers will match their current education level and which they have chosen.
- For most students there will be no matching occupations. Discuss with the class the need to prioritize wants and needs and the need to do without some things to allow for the necessities of life. Discuss with the students that as they get older and acquire more Post-Secondary Education, their job opportunities with increase, along with their incomes.
- Allow students to look at occupations that match their future education levels within their current budget.

Conclusion:
Talk to students about the need to make informed Career Decisions. Only one part of that decision has to do with salary. As they go through the course, students will address all the Labor Market Information that is involved with making informed decisions. While money is important, it is not the sole reason for choosing a career.
Unit I: World of Work

Day 2: Portfolio Introduction

Objective:
Students will develop a Career Portfolio, gathering career information in a variety of ways.

TEKS:
Exploring Careers: 2.A; 3.A

Materials:
• Handout: Career Portfolio Checklist

Instructions:
Inform students of the course objective: learning how to make informed and educated decisions on education and career choices. What they will learn throughout this course will be organized into their Career Portfolio. Students will be able to use this information in their future education and career searches. Portfolio will need to be kept neat and organized at all times.

Activities:
• Pass out handout.
• Discuss Career Portfolio minimum requirements and other items they may want to include.
• Brainstorm the different ways they can organize their portfolio.
• Point out they will want to design their portfolio so they will be able to add to it through their high school career.
• Make a list of the items they will need in making their portfolio.

Conclusion:
Homework:
Design Portfolio. Students will not have many items to place into their Portfolio at this time. Students will be adding to it throughout this course. Students should have their Portfolio available to work on during class when they have completed other assignments.

Additional enrichment activity:
The Be Real Game Unit 1, Session 4: Prepare for Work
The following is a list of recommended items to include in your portfolio. Your teacher will inform you of the items that are required. Your teacher may want to add to this list. Feel free to include anything that might help you in your career decision-making process. Keep in mind, this project can be maintained throughout your high school career and can aid you in getting into a post-secondary institution of your choice or in an interview for a job.

- Career Cluster Profiles
- Articles about Career Clusters
- Interview with Business and Industry Representatives
- Interest Assessments
- Occupations list of matching interest
- Occupation reports
- Aptitude Assessments
- Occupations list of matching aptitudes
- Bobilator
- Educational Requirements for Occupations of Interest
- Job Applications
- Resume
- Cover Letter
- Thank You Letter
- Proper Interviewing Skills
- Lifestyle goals
- Salaries for Occupations of Interest
- Budget Plan for Lifestyle Goals
- Skills of Teamwork
- Work Ethic
- Workplace Performance
- Workplace History and Changes
- Career Decision-making Plan
- Sample High School Graduation Plan
- Post-Secondary Education Plan
- Texas Achievement Plan
- Program Of Study
- Pathways of Interest

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Unit I: World of Work

Day 3: Careers Are Everywhere

Objective:
Students will become aware of the many careers that impact their everyday lives.

TEKS:
Career Portals: 1.A, 2.B

Materials:
- Teacher's Chair
- Career Investigation's Extreme Makeover Career Edition page 6
- Discovery Channel's Dirty Jobs TV show
- Careers Are Everywhere

Activities:
- Place the Chair in front of the classroom.
- Ask the class to name occupations that were involved in the chair being in your classroom today. Students' answers will vary. Examples are Welding, Engineering, Designing, Factory worker, Salesman, Transportation, etc. Students should come up with at least 7 different careers relating to the chair.
- Ask the class to look around the room. Have students talk about the careers they see within the room.
- Talk to the students about the items around them and how careers are related to everything we touch and come in contact with.
- Students should be aware of their surroundings and how careers are involved in their everyday life.
- Ask the class if they flushed the toilet after using the restroom today. Ask them if they thought about what happens after they flush, where does it go? There are many jobs involved with handling our waste water. Jobs are everywhere even when we don't think about it. If these jobs where not done, our lives would be very different.
- Ask the class if they have ever seen Dirty Jobs on the Discovery Channel. Tell the student's they will get extra credit for watching this show. Before we can decide on Careers we have to know that we have many choices, and many of them we have never thought about before. Career Awareness is key to Career Exploration.
- Shows students a copy of Careers Are Everywhere. Let them know that throughout the year, they can receive extra credit by completing actives within Careers Are Everywhere. Copies will be available for them to pick up whenever they have completed their daily assignments. (You can also use these activities with the class whenever you have a substitute.)
Conclusion:
As the students go through the rest of the day, have them look around and see how many careers they can list. When they come into class tomorrow, have the students compare notes. See who can list the most careers.
Unit I: World of Work

Day 4: How The Times Have Changed…

Objective:
Students will cite examples of change in our society, compose a report explaining positive and negative aspects of one of the examples of societal change, and develop a time line covering the last ten years depicting the change in a selected career choice.

TEKS:
Exploring Careers: 2.C,D
Career Portals: 6.C

Materials:
• Career Investigation, pg. 38

Activities:
• Read pg. 38 of Career Investigation
• Have the student select one of the 10 items listed on the bottom of page 38 under the title “Inventions You Have That Your Parents Did Not Have At Your Age”. Or have students select another item invented within the last 10-15 years.
• Have the student produce a report citing examples of the positive and negative change in our society caused by the invention.
• Have the student develop a timeline covering the last ten years depicting the change in a career.

Conclusion:
Students will be aware of the effect change has on society and career opportunities.
Unit I: World of Work

Day 5: Setting Goals

Objective:
Students will become aware of the steps to decision-making. Students will be making important decisions within the next couple of days where they will use decision-making steps.

TEKS:
Career Portals: 4.F, H

Materials:
• Information Sheets. . . . . . Career Decision-Making Process
• Handout Decisions: Emotion or Logic (adapted from School-to-Work Vol. III Pg. 566-567)
• Career Investigation Newspaper page 3

Activities:
• Display the Information sheet: “Decision Making Process” or read page 3 of Career Investigations.
• Discuss process with students, give examples of decisions they make and walk them through the steps.
• Pass out activity sheet “Are They Made Because of Emotion or Logic?”
• Students will complete handout and discuss their answers.
• Tell students as the course progresses they will be working through the Career Decision-Making Process. In fact they have already begun, they have identified the decision that needs to be made and have started looking at options.

Conclusion:
Students should complete the worksheet for homework. Inform students that no matter how big or small their problems are, they can handle them better by using the decision-making steps.

Additional enrichment activity:
The Real Game Unit 4, Session 1: The Big Picture
Additional enrichment activity:
The Be Real Game Unit 3, Session 3: My Preferred Self
MAKE A DECISION

Describing the Decision-Making Process

You are preparing to make one of the biggest decisions of your life—the choice of career or at least a first career! It’s time to learn how to make decisions based on facts, not feelings. Teens are impulsive. You often lack future perspective. You tend to live for the here-and-now. You should not make decisions that way.

The box below details one process for thoughtful decision-making. Sit down with your parent or teacher and discuss the process. Regardless of your age, begin using this process (or one you devise) for all sorts of decisions—from ice cream selection to vacation planning.

If you incorporate this method into your everyday decisions in life, you will become accustomed to it and be more apt to apply it to career and school decision-making. It instills in you logic, preference identification, fact gathering, outcome-orientation, evaluation and decisiveness—all the qualities one needs to make important decisions.

You’ll notice that the examples used in the decision-making process relate to career exploration. That’s not by accident. Once you are ready, begin putting the process into action on career exploration. This unit shows you how.

8 Steps to Career Decision Making Process

Here’s an overview of the whole process.

Step 1 — Choose a Goal
Identify three different broad career fields, e.g., Medicine, Teaching and Information Technology.

Step 2 — Explore Options
Take interest and aptitude tests. Explore a wide range of occupations in a variety of fields.

Step 3 — Identify Alternatives
Narrow occupation list to a reasonable number.
Research each of them in depth.

Step 4 — Weigh Alternatives
Analyze each option and compare the associated facts, possible lifestyle implications, positive and negative aspects and overall impact on life.

Step 5 — Make a Choice
Decide on one option that best fits goals and has the best impact on life.

Step 6 — Create an Action Plan
Outline activities and develop a timetable to complete them. (See page 11.) Design an educational plan—the steps needed to achieve the goal.

Step 7 — Take Action
Actively bring the action plan into a reality.
Set a timeline and make sure to follow it.

Step 8 — Review and Revise
Evaluate the progress and outcomes of the decision.

Revise steps as situations change.
Directions: Most decisions are made based on emotions or feelings, and the outcome of the decision is never thought of. The following students have made decisions. Some were made based on emotion, some logic. If their decisions were made based on emotion, circle the E. If the decisions were made based on logic, circle the L.

E   L   1. Sam is buying a new pair of jeans for the football game because he does not have a pair of jeans like those his friends will be wearing.

E   L   2. Pat wants to be a carpenter, but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

E   L   3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

E   L   4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

E   L   5. Mr. Munson gave Gene a low grade on an essay. Gene has decided not to write the next assignment.

E   L   6. Alex has taken a part-time job on the weekends and has encouraged his girlfriend to date other boys, because he doesn’t want her to sit home all weekend.

E   L   7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog’s being kept inside so much. David has made arrangements for another family who has a farm to take his dog.

E   L   8. Joan has put off doing her history project until the night before it is due. She has decided to talk with her teacher and admit she did not complete the project because of poor planning.

E   L   9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.

E   L   10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.
Unit 1: World of Work

Day 6: Decision Making Process

Objective:
Students will list and explain the steps in the decision-making process. They will prepare a written plan describing the specific factors considered in the decision-making process.

TEKS:
Career Portals: 4.F,H

Materials:
• Career Investigation, pgs. 3-5
• Handout......................................... Transform Yourself

Instructions:
Inform students of the publication objective: learning how to make informed and educated decisions on education and career choices.

Activities:
• Read pgs. 3-5 of Career Investigation
• Pass out handout
• Discuss the different steps to making a decision. The process will be the same for small (What should I wear?) and big (What will I do after H.S.?) Decisions. Instruct students to select an issue on which to make a decision.

Sample Topics:
• What classes will I take in H.S.?
• What will I do after H.S.?
• What clubs should I join in H.S.?
• What happens if I drop out?

Conclusion:
Discuss the importance of developing a good decision-making process and have them use it for small and big decisions.
# Transform Yourself

## Steps to Take in Making a Decision

<table>
<thead>
<tr>
<th>Decision Making Steps</th>
<th>Example</th>
<th>Your Turn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Exploration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>So what’s the decision?</td>
<td>What should I wear to school?</td>
<td>Examples: What classes am I going to take in H.S.? What will I do after H.S.?</td>
</tr>
<tr>
<td>Next make a time-line.</td>
<td>I have to decide by tomorrow.</td>
<td></td>
</tr>
<tr>
<td>Find out what can get in your way.</td>
<td>Everything I own is dirty.</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Generate Alternatives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find books, newspapers, magazines &amp; people that can help you explore your options</td>
<td>I will look online to check out what the latest clothing styles teens are wearing.</td>
<td></td>
</tr>
<tr>
<td>Next list a few options and some alternatives</td>
<td>1. Wash clothes. 2. Buy new clothes. 3. Borrow clothes from my sister.</td>
<td></td>
</tr>
<tr>
<td>Consider personal values – What is important to you?</td>
<td>Looking good. Feeling comfortable.</td>
<td></td>
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<tr>
<td><strong>Step 3: Predict Outcomes</strong></td>
<td></td>
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<tr>
<td>Consider both good and bad outcomes associated with your choices</td>
<td>If I wear dirty clothes my friends might gross out. If I buy new clothes I will have no spending money for the weekend.</td>
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<tr>
<td><strong>Step 4: Select an Option</strong></td>
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<tr>
<td>After exploring the potential outcomes and risks, choose an option</td>
<td>I think I will wash clothes and wear my favorite jeans.</td>
<td></td>
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<tr>
<td><strong>Step 5: Re-evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>So are you satisfied with your decision?</td>
<td>If I wear my favorite jeans what will I wear to the party on Friday?</td>
<td></td>
</tr>
<tr>
<td>If yes, plan to take the next steps to build upon your decision. If not, examine your options again, and consider making some changes</td>
<td>Let me review my options.</td>
<td></td>
</tr>
</tbody>
</table>
Unit I: World of Work

Day 7 (& 8): What are the Different Types of Occupations?

Objective:
Students will be introduced to the 16 Career Clusters.

TEKS:
Exploring Careers: 1.B
Career Portals: 1.A, B

Materials:
- Career Cluster Poster
- Achieve Texas In Action: College and Career Planning Guide(s)
- Customizable Cluster Handouts
  For each individual Cluster, click just below the logo on that cluster page.
- Career Investigation Newspaper (Center Section-Career Clusters)
  www.TexasCARESOnline.com Career Clusters section
- Career Success (Center Section-Career Clusters)
- Student's Career Portfolios

Activities:
- Discuss categories of occupations and the 16 Career Clusters. Some clusters will be of more interest to students than others. Display poster.
- Show the Occupational Videos overview videos from each cluster within TexasCARESOnline.
- Inform students as they research different occupations that they will classify them into one of these clusters.
- Pass out the Customizable Cluster Handouts for all 16 clusters (NOTE: Teachers need to CUSTOMIZE these handouts to match their schools available courses).
- Students should look over all 16 of the Cluster handouts.
- Create a section in their Career Portfolio for each Career Cluster. As students learn about the different occupations and gather information, they will include it in its proper section.
- Show students the many different resources, which are available for gathering Career Cluster information. Ex: Texas CARES, Career Investigation and Career Success Newspapers, Achieve Texas, online resources.
- Additional Activity: Teachers can call 1800822PLAN and ask for a Counselor's Packet. Within the packet is a fax sheet which students can fill out and the teacher will fax to Career Information Hotline. Within 2-3 weeks the materials will be sent to the teacher.
- Or show students the Career Listings
- Have students select 1-3 careers from these clusters.
- Instruct students to call 1-800-822-PLAN and request information on their chosen careers. Student will provide their name and address for information to be mailed to them.
**Conclusion:**
Allow students to work on the Career Cluster section of their Career Portfolio.

**Additional enrichment activity:**
The Real Game Unit 1, Session 4: Our Town
Agriculture & Natural Resources
Manufacturing
Arts, A/V Technology & Communications
Transportation, Distribution & Logistics
Scientific Research & Engineering
Information Technology
Hospitality & Tourism
Government & Public Administration
Health Science
Law & Public Safety
Architecture & Construction
Finance
Human Services
Retail/Wholesale Sales & Service
Business & Administration
Education & Training
If you love to be outdoors, enjoy caring for plants and animals, and want to help conserve our natural resources, then Agriculture, Food & Natural Resources could be the right career cluster for you.

Quick Cluster Overview
The Agriculture, Food & Natural Resources Cluster focuses on careers in processing, production, distribution, and development of agricultural commodities and natural resources.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Agribusiness Systems: Financial managers explain funding options and teach money management skills to clients engaged in agriculture.

Animal Systems: Professionals in these occupations feed, bathe, groom, exercise, breed, and provide veterinary care for animals. Ranchers raise and sell livestock for profit.

Environmental Service Systems: Professionals in environmental service manage systems, such as water treatment systems, to protect and renew the environment.

Food Products and Processing Systems: Employees in food processing cook, preserve, prepare, store, and distribute food.

Plant Systems: Plant system professionals are involved in the cultivation and marketing of crops and other plants.

Power, Structural & Technical Systems: People who work in this field apply knowledge of engineering, hydraulics, pneumatics, electronics, power, structures, and controls to the practice of agriculture.

Natural Resources Systems: Professionals in this field manage, maintain, and, in some cases, extract and harvest natural resources for human use.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Agriculture, Food & Natural Resources CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- Future Business Leaders of America (FBLA), www.txfbla.org
- Texas FFA, www.texasffa.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Boy/Girl Scouts
- Career Preparation
- Community Service
- Farm Bureau Exchange Program
- 4-H Youth Development
- Internships
- Job Shadowing

For more information about this cluster, read the Agriculture, Food & Natural Resources edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you like to design and build things, tinker with tools and technology, or decorate homes and offices with flooring, paint, furniture, and art, then Architecture & Construction could be the right career cluster for you.

Quick Cluster Overview
The Architecture & Construction Cluster focuses on careers in designing, planning, managing, building, and maintaining the built environment.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Design & Pre-Construction: Professionals in this field create designs for the construction of cities, homes, and highways. Designers conceptualize ideas for the inside environments of homes, offices, and retail outlets, as well as hotels and resorts.

Construction: Construction workers build cities, homes, and highways. They construct or remodel buildings used for living and work on structures such as streets, bridges, tunnels, and airports.

Maintenance/Operation: People working in this field are responsible for the maintenance, repair, and restoration of cities, houses, and highways. They also repair and maintain factory equipment, streets, schools, offices, and homes.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]
The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Architecture & Construction CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Architectural/Engineering Summer Camps
- Association of General Contractor Conferences
- Career Preparation
- Habitat for Humanity
- Home/Historic Building Tours
- Internships
- Job Shadowing

For more information about this cluster, read the Architecture & Construction edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you have a calling to be creative, yearn to express yourself, or love using new technologies, then Arts, A/V Technology & Communications may be the right career cluster for you.

Quick Cluster Overview
The Arts, A/V Technology & Communications Cluster focuses on careers in creating, exhibiting, performing, and publishing multimedia content.

Programs of Study Available at Our School

Audio & Video Technology & Film: Employees in this field work with the equipment used in producing sound and images. They make sure equipment is available and working.

Journalism & Broadcasting: In this field, professionals make sure the news reaches the public, through the media of newspapers, magazines, radio, television, and film.

Performing Arts: Professionals in this field put on plays, concerts, and dance recitals, either performing or working behind the scenes as choreographers, agents, producers, directors, and a host of other supporting roles.

Printing Technology: Employees in this field prepare materials for printing and transform text and pictures into digital images or finished pages.

Telecommunications: Telecommunications experts focus on connections between computers and communications equipment. They set up, operate, and maintain telecommunications equipment and networks.

Visual Arts: Visual artists use art to communicate thoughts, ideas, or feelings. They use a variety of methods such as painting, sculpture, and illustration.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Arts, A/V Technology & Communications CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- DECA, Texas Association, www.texasdeca.org
- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- Future Business Leaders of America (FBLA), www.txfbla.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.txastsa.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Art Organizations
- Career Preparation
- Drama/Theater Clubs
- Internships
- Job Shadowing
- Tutoring/Mentoring Programs
- Volunteer Centers

For more information about this cluster, read the Arts, A/V Technology & Communications edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you see yourself managing teams of people to get projects done, crunching numbers to keep costs down, or becoming an entrepreneur and starting your own venture, then Business, Management & Administration could be the right career cluster for you.

Quick Cluster Overview
The Business, Management & Administration Cluster focuses on careers in organizing, directing, and evaluating functions essential to productive business operations.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Administrative & Information Support: Employees who work in this field manage the activities of an office. They ensure that information is collected and shared with staff and clients.

Business Analysis: People working in this field help business owners solve problems by analyzing information, creating solutions, and designing proposals for the business.

Business Financial Management & Accounting: Employees in this field use general accounting systems. They use computer systems to prepare bills, taxes, and reports to help make important business decisions.

Human Resources: People in this field are responsible for finding and keeping employees. To do this, they interview and hire the most qualified applicants.

Management: Employees working in management have a variety of responsibilities to keep a business in operation. They build relationships with people outside the company or department and with employees.

Marketing: In this field, workers develop marketing plans to sell products or services. Marketing managers identify and keep track of trends in buying and selling by reading trade journals and attending trade shows.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Business, Management & Administration CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- DECA, Texas Association, www.texasdeca.org
- Future Business Leaders of America (FBLA), www.txfbla.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Internships
- Job Shadowing
- Student Council
- University Interscholastic League
- Yearbook

For more information about this cluster, read the Business, Management & Administration edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you yearn to learn, feel a calling to teach, or would like to work in a favorite subject area, then Education & Training could be the right career cluster for you.

Quick Cluster Overview
The Education & Training Cluster focuses on careers in providing education and training services, and related learning support services.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Administration & Administrative Support: In this field, professionals provide instructional leadership and manage the day-to-day activities in schools, colleges, and universities. They also manage educational programs in businesses, correctional facilities, and community service organizations.

Professional Support Services: Professionals in this field assist students in schools with personal and family needs, mental health needs, educational goals, and career decision making.

Teaching and Training: In addition to being knowledgeable in the subjects they teach, professionals in this field must be able to communicate, inspire trust and confidence, motivate learners, and understand their educational and emotional needs.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]
* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Education & Training CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Before/After School Aide
- Career Preparation
- 4-H Youth Development
- Internships
- Job Shadowing
- Ready, Set, Read!
- Speech and Debate Team

For more information about this cluster, read the Education & Training edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you are good with numbers, want to play the stock market, or enjoy working with the public, then Finance could be the right career cluster for you.

Quick Cluster Overview
The Finance Cluster focuses on careers in financial and investment planning, banking, insurance, and business financial management.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Banking & Related Services: Employees in this field work with individuals and companies to hold money; pay interest; and provide loans, credit, and payment services.

Business Financial Management: In this field, professionals use general accounting systems to prepare financial reports. They also use information to help businesses make financial decisions.

Financial & Investment Planning: Professionals in this field help businesses and individuals make decisions about their investments.

Insurance Services: Employees in this field provide financial protection to individuals and businesses. Specialists in insurance include actuaries, clerks, underwriters, and salespeople.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]
* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Finance CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- DECA, Texas Association, www.texasdeca.org
- Future Business Leaders of America (FBLA), www.txbla.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Academic Decathlon
- Boy/Girl Scouts
- Career Preparation
- Internships
- Job Shadowing
- Math Tutor
- University Interscholastic League

For more information about this cluster, read the Finance edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you want to serve your community, run for public office someday, or protect our rights and freedoms, then Government & Public Administration may be the right cluster for you.

Quick Cluster Overview
The Government & Public Administration Cluster focuses on careers in executing governmental functions at the local, state, and federal levels.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Foreign Service: Professionals in this field serve in foreign embassies and consulates, direct diplomatic missions, and advise government leaders on foreign affairs.

Governance: Employees in this field include elected or appointed federal officials, state legislators, local elected officials, and staff members of these officials.

National Security: National Security professionals, including officers and enlisted men and women of the armed forces, Coast Guard, and National Guard, provide our national defense.

Planning: Urban and regional planners develop plans and designs for use of land. They design residential developments and prepare for the growth of communities.

Public Management & Administration: Employees in this field work in government to implement the plans and programs developed by elected officials.

Regulation: Government regulators enforce standards set by law in areas such as immigration, food and drug quality, sales of stock, and banking.

Revenue & Taxation: Professionals in this area collect taxes levied to fund the activities of national, state, and local governments.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Government & Public Administration CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Future Business Leaders of America (FBLA), www.txfbla.org
- SkillsUSA, www.txskillsusa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Community Service
- Internships
- Job Shadowing
- Peer Mediation
- Peer Tutoring
- Student Council

For more information about this cluster, read the Government & Public Administration edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you feel a calling to care for others, won't faint at the sight of blood, or want to pursue a profession on the cutting edge of technology, then Health Science may be the right career cluster for you.

**Quick Cluster Overview**
The Health Science Cluster focuses on careers in providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research.

**Programs of Study Available at Our School**

**Biotechnology Research & Development**: Scientists in this field perform bioscience research and development connected with the delivery of health care. They may study human diseases to discover new treatments or develop medical devices to directly assist patients.

**Diagnostic Services**: Employees in this field use tests and evaluations to aid in the detection, diagnosis, and treatment of diseases and injuries.

**Health Informatics**: Professionals in this field include administrators who manage healthcare agencies as well as employees in those agencies who manage patient data, financial information, and computer applications related to healthcare management.

**Support Services**: Employees in this field perform all the services that provide a therapeutic environment for patient care, including biomedical engineering, hospital maintenance, dietary services, and others.

**Therapeutic Services**: Professionals in Therapeutic Services work directly with patients. They may provide care, treatment, counseling, and health education information.

**Career-Related Electives Available at Our School**

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Health Science CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- Future Business Leaders of America (FBLA), www.txfbla.org
- Health Occupations Students of America, Texas Association, (HOSA), www.texashosa.org
- Texas Technology Students Association (TSA), www.texastsa.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Internships
- Job Shadowing
- Medical Mission Trips
- National Youth Leadership Forum on Medicine
- Special Olympics
- STARS Research Program

For more information about this cluster, read the Health Science edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you want to see the world, enjoy serving others, or dream of opening a restaurant or bed and breakfast someday, then Hospitality & Tourism could be the right career cluster for you.

Quick Cluster Overview
The Hospitality and Tourism Cluster focuses on careers in managing restaurants and other foodservices, lodging, attractions, recreation events, and travel-related services.

Programs of Study Available at Our School

Lodging: Professionals in this field take care of guests who stay at hotels and motels. They provide services that make their guests’ stay pleasant.

Recreation, Amusements & Attractions: People in this field plan, organize, and direct activities in playgrounds and recreation centers, parks, community centers, theme parks, and tourist attractions.

Restaurants & Food/Beverage Services: Food service managers are responsible for the daily operations of restaurants. They oversee the ordering, preparation, and service of food and beverages to patrons.

Travel & Tourism: Employees in this field make sure travelers have good experiences. They help travelers plan and arrange trips.

Career-Related Electives Available at Our School*

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]
* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Hospitality and Tourism CTSOs at Our School**

**[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]**

- Business Professionals of America (BPA), www.texasbpa.com
- DECA, Texas Association, www.texasdeca.org
- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- Future Business Leaders of America (FBLA), www.txbla.org
- SkillsUSA, www.txskillsusa.org

**Related Extended Learning Activities Available at Our School**

**[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]**

- Campus Service Organizations
- Career Preparation
- Internships
- Job Shadowing
- Peer Tutoring/Mentoring
- Speech and Debate Team
- Student Government

For more information about this cluster, read the Hospitality & Tourism edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

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If you feel a calling to serve your fellow men and women, feel comfortable caring for people, or want to improve your community, then Human Services could be the right career cluster for you.

**Quick Cluster Overview**
The Human Services Cluster focuses on careers in providing for families and serving human needs.

**Programs of Study Available at Our School**

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

**Consumer Services:** In this field, employees help people with decisions and problems relating to finance, real estate, insurance, and consumer goods.

**Counseling & Mental Health Services:** Professionals in these occupations assist people with personal, family, educational, mental health, and career decisions and problems.

**Early Childhood Development & Services:** People in this field nurture and teach preschool-age children.

**Family & Community Services:** Some professionals in this area help families and individuals meet their nutritional needs. Others help counsel troubled individuals, train or retrain the unemployed, care for the elderly, and solicit contributions for various social agencies.

**Personal Care Services:** Personal care professionals help people with their personal appearance, including styling hair, giving manucures, providing facial treatments, and giving makeup advice. They also provide health and fitness training.

**Career-Related Electives Available at Our School**

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Human Services CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- DECA, Texas Association, www.texasdeca.org
- Family, Career and Community Leaders of America (FCCLA), www.texasfccla.org
- Future Business Leaders of America (FBLA), www.txfbla.org
- Health Occupations Students of America, Texas Association, www.texashosa.org
- SkillsUSA, www.txskillsusa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Campus Service Organizations
- Career Preparation
- 4-H Youth Development
- Internships
- Job Shadowing
- Medical Mission Trips
- Speech and Debate Club

For more information about this cluster, read the Human Services edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION][S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you are good at grasping how technology works, have an idea for a new website or computer game, or want a career that is always changing, then Information Technology could be the right career cluster for you.

**Quick Cluster Overview**
The Information Technology Cluster focuses on careers in designing, supporting, and managing hardware, software, multimedia, and systems integration.

**Programs of Study Available at Our School**

*FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.*

**Information Support & Services:** Professionals in this field are involved with the deployment of information technology, including implementing computer systems and software, providing technical assistance, and managing information systems.

**Interactive Media:** Specialists in Interactive Media create, design, and produce interactive multimedia products and services.

**Network Systems:** In this field, employees plan, implement, and analyze computer networks. Their work includes the design, installation, maintenance, and management of network systems.

**Programming & Software Development:** Professionals in this field design and implement computer systems and software by applying their expertise in programming languages, operating systems, and software development.

**Career-Related Electives Available at Our School**

*INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.*
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Information Technology CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Future Business Leaders of America (FBLA), www.txflba.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Computer Tutoring
- Internships
- Job Shadowing
- Junior Engineering Technical Society
- Student Government
- University Interscholastic League

For more information about this cluster, read the Information Technology edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you have a calling to serve others, can keep a cool head under pressure, or respect the law, then a career in Law, Public Safety, Corrections & Security could be the right career cluster for you.

Quick Cluster Overview
The Law, Public, Safety, Corrections & Security Cluster focuses on careers in planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Correction Services: Workers in this field are responsible for guarding people who have been arrested or convicted of a crime. Their primary mission is to protect the public.

Emergency and Fire Management Services: In this field, workers are called upon to put out fires, treat injuries, and perform other vital functions. Firefighters and emergency services workers help protect the public.

Law Enforcement Services: In this field, duties include controlling traffic and investigating crimes. People in the field maintain order, enforce laws, issue traffic tickets, and investigate accidents.

Legal Services: People working in this field hold positions of great responsibility and are obligated to follow a strict code of ethics.

Security and Protective Services: Employees in this field often work in public buildings, factories, warehouses, government buildings, and military bases. They protect products, computers and machines, laboratories, or people.

Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific elective options and the order in which they can be taken.

**Law, Public Safety, Corrections & Security CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Future Business Leaders of America (FBLA), www.txfbla.org
- Health Occupations Students of America (HOSA), www.texashosa.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Explorer Program
- Internships
- Job Shadowing
- Mock Trial
- Peer Mediation
- Student Council

For more information about this cluster, read the Law, Public Safety, Corrections & Security edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVETEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVETEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you like building things, can follow detailed instructions, or are good at organizing people and processes, then Manufacturing could be the right career cluster for you.

**Quick Cluster Overview**
The Manufacturing Cluster focuses on careers in processing materials into intermediate or final products.

**Programs of Study Available at Our School**

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

- **Health, Safety, and Environmental Assurance**: Employees in this field create safe working environments. They monitor and maintain safety and health procedures. They also ensure that factories comply with government regulations.

- **Logistics and Inventory Control**: In this field, workers get materials to production workers. They order the items and check them into the company warehouse when delivered. In addition, they pack and ship the finished products.

- **Manufacturing Production Process Development**: Employees in this field design and plan how new products are going to be manufactured.

- **Maintenance, Installation, and Repair**: Workers in this field install, maintain, and repair the manufacturing equipment as needed.

- **Production**: Employees in this field transform raw materials into finished products. They create the parts needed to make products or assemble the parts into products.

- **Quality Assurance**: In this field, workers make sure manufactured goods meet design standards and specifications. If there are problems in production, they might be asked to find the cause and propose a solution.

**Career-Related Electives Available at Our School**

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]}
9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Manufacturing CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Future Business Leaders of America (FBLA), www.txflba.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Boy/Girl Scouts
- Career Preparation
- Habitat for Humanity
- Internships
- Job Shadowing
- Science Olympiad

For more information about this cluster, read the Manufacturing edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you want to learn how to package yourself for success, sell any type of product or service, or serve all kinds of customers, then Marketing, Sales & Service may be the right cluster for you.

Quick Cluster Overview
The Marketing, Sales & Services Cluster focuses on careers in performing marketing activities to reach organizational objectives.

Programs of Study Available at Our School

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

Buying & Merchandising: In this field, employees get the product into the hands of the customer. They might buy the products that the businesses sell or design the display and packaging for the product.

Distribution & Logistics: Employees in this field arrange delivery of products to stores for sale to consumers. They make sure there are enough products to be sold and stocked.

E-Marketing: Professionals in this field use the Internet to sell products and services. They create the content for the website and conduct market research using the latest electronic tools.

Management & Entrepreneurship: In this field, employees direct the marketing operations of a business. They might work for a small company or do all the activities themselves.

Marketing Communications & Promotion: Employees in this field design and implement marketing plans. They create ads for television or magazines and also develop spot ads for radio.

Marketing Information Management & Research: Employees in this field collect and analyze many different types of information that is used to design new products and to predict future sales. They might get information to compare a company against a competitor.

Professional Sales & Marketing: Employees in this field make sure goods and services are sold to businesses or individuals. Exhibit designers create appealing displays to give information or attract attention.
Career-Related Electives Available at Our School*

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

Marketing, Sales & Services CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

· Business Professionals of America (BPA), www.texasbpa.com
· DECA, Texas Association, www.texasdeca.org
· Future Business Leaders of America (FBLA), www.txfbla.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

· Boy/Girl Scouts
· Campus Service Organization
· Career Preparation
· Internships
· Job Shadowing
· School Newspaper

For more information about this cluster, read the Marketing, Sales & Services edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION(S) WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you are curious about the universe, dream of exploring new worlds of knowledge, or want to solve the planet’s problems, then Science, Technology, Engineering & Mathematics could be the right career cluster for you.

**Quick Cluster Overview**

The Science, Technology, Engineering & Mathematics Cluster focuses on careers in performing scientific research and professional and technical services.

**Programs of Study Available at Our School**

[FROM THIS LIST, SELECT THE PROGRAMS OF STUDY THAT ARE OFFERED AT YOUR SCHOOL. TO REVIEW PROGRAMS OF STUDY, PLEASE VISIT WWW.ACHIEVETEXAS.ORG.]

**Engineering and Technology:** Careers in this field involve problem solving in design and development of products and systems. Individuals pursuing these careers evaluate problems to develop and test solutions and provide advice and consultation.

**Science and Math:** Those who choose careers in this field plan, manage, and provide research and professional services. Their goal is to improve our understanding of the natural world.

**Career-Related Electives Available at Our School***

[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.
Science, Technology, Engineering & Mathematics CTSOs at Our School

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

Related Extended Learning Activities Available at Our School

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Destination ImagiNation
- FIRST High School Robotics Competition
- International Bridge Building Contest
- Internships
- Job Shadowing
- Junior Engineering Technical Society

For more information about this cluster, read the Science, Technology, Engineering & Mathematics edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION][S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TEXAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TEXAS IN ACTION CD-ROM.

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
If you are a mover and shaker, have a talent for organization, or yearn to see new places, then Transportation, Distribution & Logistics could be the right career cluster for you.

Quick Cluster Overview
The Transportation, Distribution & Logistics Cluster focuses on careers in managing movement of people, materials, and goods by road, pipeline, air, rail, and water.

Programs of Study Available at Our School

Facility & Mobile Equipment Maintenance: Employees in this field keep machinery running. They also look for ways to operate machinery safely for less money.

Health, Safety, & Environmental Management: Professionals in this field look for ways to prevent accidents in the workplace. They inspect buildings and machines for hazards and safety violations.

Logistics Planning & Management Services: In this field, professionals make sure products arrive when and where they should at the lowest possible cost.

Sales and Service: Sales and Service employees develop pricing strategies, balance company objectives, and manage customer satisfaction. They identify, develop, and evaluate sales strategies.

Transportation Operations: Workers in this field operate the trains, airplanes, trucks, buses, and other vehicles that deliver people and goods to their destinations.

Transportation Systems/Infrastructure Planning, Management, and Regulation: Professionals in this field plan and enforce regulations to make travel safer and more efficient by air, rail, and on streets and highways.

Warehousing & Distribution Center Operations: In this field, employees work in terminals and warehouses to make sure items from all over the world are delivered to the right place and on time.

Career-Related Electives Available at Our School*
[INSERT COURSES FOR EACH GRADE FOR THE PROGRAMS OF STUDY OFFERED AT YOUR SCHOOL.]

9th Grade: [LIST COURSES]

10th Grade: [LIST COURSES]

11th Grade: [LIST COURSES]

12th Grade: [LIST COURSES]

* The program of study you choose will determine your specific career-related elective options and the order in which they should be taken.

**Transportation, Distribution & Logistics CTSOs at Our School**

[FROM THIS LIST, SELECT APPROPRIATE CTSOs FOR YOUR SCHOOL.]

- Business Professionals of America (BPA), www.texasbpa.com
- Future Business Leaders of America (FBLA), www.txfbla.org
- SkillsUSA, www.txskillsusa.org
- Texas Technology Students Association (TSA), www.texastsa.org

**Related Extended Learning Activities Available at Our School**

[FROM THIS LIST, INCLUDE CAREER LEARNING AND EXTRACURRICULAR ACTIVITIES AVAILABLE AT YOUR SCHOOL AND ADD ANY THAT ARE NOT LISTED.]

- Career Preparation
- Internships
- Habitat for Humanity
- Job Shadowing
- Student Council
- University Interscholastic League

For more information about this cluster, read the Transportation, Distribution & Logistics edition of AchieveTexas in Action available from [INSERT THE NAME OF PERSON OR LOCATION[S] WITHIN YOUR SCHOOL WHERE STUDENTS CAN GET COPIES OF THE ACHIEVE TExAS IN ACTION GUIDES. ELECTRONIC PDFS OF THE GUIDES ARE INCLUDED ON THE ACHIEVE TExAS IN ACTION CD-ROM.]

It is the policy of [INSERT THE NAME OF YOUR DISTRICT OR SCHOOL] not to discriminate on the basis of race, color, national origin, sex, or handicap in its career and technical education programs, services, or activities.
Unit I: World of Work

Day 9: High School and Beyond...

Objective:
Students will have an understanding of who they will be as a future student. Students will become aware of the opportunities they have in High School and Post Secondary.

TEKS:
Exploring Careers: 3.A,B,E, F
Career Portals: 3.A; 4.D

Materials:
- Career Success………………..Pages 32-33
- Handout(s)
- Brochure
- Career Investigation…………..Page 8
- High School Graduation Plan….LMCI home page, Click Parents and Students, then ·
- High School Grad Plan
  http://www.lmci.state.tx.us/shared/HighSchoolGradPlan.asp

Activities:
- Students will read over Page 8 in Career Investigation
- Sign on to High School Grad Plan.
- Pass out High School Options Handout
- Talk with students about what will be required of them in High School. Also discuss how High School will prepare them for future education and training.
- Students will read over Pages 32-33 in Career Success
- Pass out handout to students.
- Each student will have different ideas about all the opportunities that are available after High School. Have students list their own personal pros and cons on each Post-Secondary Option.

Conclusion:
Inform students as they go through this course they need to keep in mind all of their High School and Post Secondary options. As they go through this course and investigate Career choices, they might find an opportunity they never thought was possible.
What Are Your Options In High School?

This section provided from www.netnet.org/students/dualcredit.htm

Dual Credit, Concurrent Enrollment, Articulated Credit... Is there a difference?
All three are alike in that they give motivated, college-bound high school students the opportunity to get a “jump start” on college by earning college credit before attending on a full-time basis. These classes are advanced and maintain a college-level standard. Students taking these courses must meet all eligibility requirements set by their high school and by the college. The distinctions between them have to do with what type of credit is received, and when that credit is awarded:

- **Dual Credit**: allows a student to enroll in a college or university course to earn college credit, while at the same time fulfilling high school academic requirements. Credit is immediately awarded upon course completion.

- **Concurrent Enrollment**: allows high school students to earn college credit only while still in high school. Credit is immediately awarded upon course completion.

- **Articulated Credit**: allows high school students to take courses that lead to college credit in technical courses. Course credit is awarded by the college after the student has enrolled at a participating college.

**NOTE**: Be sure to ask each NETnet Member Institution for their definition of Dual Credit, Concurrent Enrollment, and Articulated Credit. For additional information, please contact the appropriate college or university representative.

Things to consider before enrolling in Dual Credit courses.

If a student decides s/he is emotionally and intellectually prepared to take a college-level course, s/he must speak to the high school counselors to find answers to the following questions:

- Does the course fit in with the graduation requirements at my high school?
- Will the course help me meet my college or career goals?
- Will dual credit courses transfer from one college or university to another?

Many courses offered by NETnet member colleges and universities meet general education requirements in most degree plans at Texas colleges and universities. Because there are differences between colleges (and even between departments within colleges), high school students who later enter college may find that some courses may transfer as electives, but do not fulfill specific degree requirements.

- Can I afford it?

Students may be responsible for paying all or part of the tuition, testing or placement fees, and/or other costs associated with taking college-level courses. Since each college operates a little differently, early contact between you, your counselor, and the college is strongly advised.
Are there any drawbacks to consider?

- **Dual credit distance education courses are not for everyone.** Students interested in enrolling should first take a few of the interactive self-assessments and learning style quizzes to determine their readiness for college courses delivered at a distance. Do these characteristics of successful distance education students apply to you?

- Enrolling in a dual credit course takes a great deal of **EARLY** planning and coordination between the high school and college. If students wait until the beginning of the semester to investigate their options, the likelihood is high that they will not be able enroll for that semester.

- If a graduating senior takes a dual credit class that is required to graduate from high school, s/he is in danger of not graduating if s/he does not pass the class or fails to complete the assignments and pass the final before the date of high school graduation.

- College courses are inherently more difficult than the high school courses most students are accustomed to taking. Therefore, students must be self-directed, motivated, disciplined, with good time management skills, and able to exercise self-discipline when attempting the more challenging curriculum.

- Once enrolled in the course, a student will not be refunded tuition or fees, even if s/he fails to complete the curriculum.

- If a student enrolls in a course via VCT, the instructing college may opt to send the course to sites within their college's Service district area (SDA), instead of to remote colleges through VCT. This might occur if the instructing college places a limit on the number of remote sites to which it will send the course.

- Students must ensure the course will be required for the major they intend to pursue at the college they plan to attend. If not, they may be spending money to take an unnecessary class.

Get any and all transfer agreements in writing and before enrolling.

**I want to take a dual credit course - how does it work?**

According to the Texas Higher Education Coordinating Board (THECB), to receive dual credit for a course, the student must go to/register at the college with which the high school has an agreement. However, the student is not limited to the course offerings of that particular college. There are several ways to get the courses a particular student desires:

- High school counselors can **contact the college** within their service delivery area (SDA) - their local college - to request a list of dual credit offerings, or they can check the **NETnet Courses and Programs** page.

- The high school can contact the local college and request a particular course. If enough critical mass (i.e., potential students) exists, the college may decide to offer the desired class even if it's not listed in their class schedule.*
If the local college does not/cannot/will not offer the desired class, the student may opt to use the VCT model; that is, register for the class at the local college, even though the course will be taught by another college’s instructor. The student will be able to use the local college for testing, library, and other support services, and the grade will be on the local college transcript.

If the local college does not/cannot/will not offer the desired class, the high school can contact another college to discuss the possibility of forging a dual credit agreement between them.

If college credit only (not DUAL credit) is desired, a student may register for courses at any college or university to which s/he is accepted; no agreement is necessary.

The high school’s first step should be to contact the local college to discuss possibilities and options. Ultimately, the students may go wherever an agreement exists. Students/parents/counselors should get ANY AND ALL AGREEMENTS concerning what will transfer/count toward a degree or college credit IN WRITING before enrolling.

* "Desired class" encompasses the entirety of the offering - course content, delivery method (online, telecourse, videoconferencing), time of day, etc.

Next Section provided from http://www.techpreptexas.org/about-techprep.html

**Tech Prep is College Prep for Technical Careers!**

Tech Prep is a way to start a college technical major in high school. In a Tech Prep program, you begin your course of study in high school and continue in a community or technical college. The result is a certificate or associate degree in a career field.

Tech Prep programs combine the academic courses needed for success in college AND technical courses that begin to prepare you for a career.

Students in Tech Prep programs can earn college credit through:

- Content-enhanced articulated courses (statewide articulation and/or local articulation);
- Dual credit (concurrent enrollment); and/or
- College Board Advanced Placement (AP)

**What options are available to high school Tech Prep program participants after high school graduation?**

Tech Prep in secondary schools is a college-preparatory program for technical careers that prepares high school participants for success. Tech Prep provides:

- A head start in a two-year associate of applied science degree or apprenticeship program;
- A solid basis for baccalaureate study; and
- The ability to apply technical skills for immediate entry-level employment after high school while also attending college.
How are Tech Prep programs different from other career and technical programs?

The main difference is that all Tech Prep programs are college-preparatory, designed to prepare students to continue in a related program of study at a two-year college. Tech Prep high school course sequences prepare students for continuation in many related post-secondary Tech Prep associate of applied science degree programs.

Tech Prep is college prep for technical careers.

Other career and technical course sequences may prepare students for college or may prepare students to enter the work force or the military after high school graduation.

<table>
<thead>
<tr>
<th>Graduation Plan</th>
<th>Minimum Program</th>
<th>Recommended HS Program (RHSP)**</th>
<th>Distinguished Achievement Program (DAP)**</th>
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<tbody>
<tr>
<td>Tech Prep</td>
<td>Not recommended</td>
<td>Recommended</td>
<td>Encouraged</td>
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<td>A Tech Prep student should complete as many courses of in the RHSP as possible.</td>
<td>Most Tech Prep articulated courses* with a grade of 3.0 or higher count as DAP advanced measures.</td>
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</table>

*Statewide-articulated courses may be academic (for example, Principles of Technology) or technical (Career and Technology courses). In specific instances, colleges may award academic transfer credit for statewide-articulated courses.

**Tech Prep students completing the RHSP or DAP also meet criteria for recognition as Texas Scholars.

The following provided from http://www.collegeboard.com/student/testing/ap/about.html

About AP
Are you ready for a unique learning experience that will help you succeed in college? Each year, students around the world who want to learn and achieve at the highest level become AP students. Through AP’s college-level courses and exams, you can earn college credit and advanced placement, stand out in the admissions process, and learn from some of the most skilled, dedicated, and inspiring teachers in the world.

Why Participate?
With more than 30 courses and exams across multiple subject areas, AP offers something for everyone. Here are just a few reasons to sign up:

**Earn College Credit and Advanced Placement**

- Receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.
- Have time to move into upper-level courses in your field of interest, pursue a double major, or study abroad.
- Design a college experience that suits you and gives you the flexibility to get the most out of your college years.
Stand Out in the College Admissions Process

- Demonstrate your maturity and readiness for college.
- Show your willingness to take the most rigorous courses available to you.
- Emphasize your commitment to academic excellence.

Gain Skills that Will Help You Succeed in College

- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

Broaden Your Intellectual Horizons

- Be part of a community of students and educators who are passionate, curious, and committed to academic excellence
- Engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively
- Take courses that are developed by leading professors to reflect the level of learning happening at colleges throughout the country

How Do I Enroll?

Once you've decided to take the AP challenge it's easy to enroll.

- Talk to an AP teacher or the AP Coordinator at your school about the course you want to take. Discuss the course's workload and any preparation you might need.
- If you are a home schooled student or attend a school that doesn't offer AP, you can still participate. Each year hundreds of students participate through independent study. Some states even sponsor online AP courses.
What are Your Options After High School?

List the Pros and Cons for each Option below.

4-Year University
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

2-Year College
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

Technical Schools and Private Career College
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

Apprenticeships
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

US Armed Forces
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

Minimum Wage Job
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

Volunteer and Internships
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________

Doing Nothing
Pros________________________________ Cons_________________________________
____________________________________ _____________________________________
Unit I: World of Work

Day 10: Identifying Your Strengths

Objective:
Students will have an understanding of who they are as a student and future employee and what skills they currently have to help them in the future. Students will have a better understanding of Work Place Basic Skills.

TEKS:
Career Portals: 4.F, H

Materials:
• Handout………………………..Work Place Basic List
• Handout………………………...Skills I have
• Brochures

Activities:
• Pass out the Work Place Basic Handout.
• Students will read over the list.
• Pass out “Skills I Have” handout to students. One column is titled “Skills I Have” the other column is “Skills I Need”.
• As students go through the list of Work Place Basics, they will list each of the items in one of the two columns. Tell students to be as honest as possible. This exercise is not to criticize them, but to make them aware of the areas they need to work on.
• After everyone has completed their list, have the class discuss which skills they feel they already possess and have them give examples of why they feel that way.
• Discuss the skills which most of the students feel they still need. Have students brainstorm how they feel they would be able to acquire those skills or make them better.
• Other Activities: “Are You a Doer or a Thinker…” Brochure.
• Discuss the importance of how students will use their learning styles in their future jobs.

Conclusion:
Inform students as they go through this course they need to be focused on those areas which they have identified in which they need better Work Place Basic Skills.

Additional enrichment activity:
The Real Game Unit 1, Session 1: The Spin Game
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<th>Skills I Have</th>
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Workplace Basics

Skills for Baseline Job Preparation

1. **Oral Communication** - skill in expressing ideas and messages to others in a clear, concise and effective manner, including explaining and justifying actions convincingly

2. **Written Communication** - skill in effectively conveying written information and messages in a socially acceptable manner that is easily understandable to others

3. **Numerical and Arithmetic Application** - skill in compiling data, using numbers in various formats, and performing job-appropriate numbers-based problem-solving

4. **Leadership** - ability to guide, support, mentor, encourage and influence others, passing on knowledge, expertise and training where possible

5. **Teamwork** - ability to cooperate, contribute and collaborate as a member of a group in an effort to attain agreement and achieve a collective outcome

6. **Appreciation of Diversity** - ability to show empathy and embrace multi-cultural diversity, including viewing new ideas and varying perspectives in a positive fashion

7. **Conflict Management** - skill in assessing interpersonal situations and resolving or mediating conflict, including taking steps to avoid potential or perceived conflict

8. **Customer Service** - knowledge of how to ascertain, and respond quickly to, the needs of internal and external customers to meet expectations and achieve customer satisfaction

9. **Work Ethic** - consistent demonstration of punctuality, dependability, reliability and responsibility in reporting for duty and performing assigned tasks as directed

10. **Professionalism** - knowledge of how to dress appropriately, speak politely, and conduct one's self in a manner appropriate for the profession and work site

11. **Integrity** - ability to be trustworthy and honest, to choose the ethical course of action, and to comply with all applicable rules, laws and regulations

12. **Attention to Detail** - skill in reviewing with a critical eye the fine, detailed aspects of both quantitative and qualitative work process and end products

13. **Adaptability** - ability to adjust to changing expectations, and be flexible when confronted with new or ambiguous circumstances or situations
14. **Organization** - skill in imposing order and ranking to materials, concepts, and tasks to efficiently manage and balance all types of workplace and personal situations

15. **Stress Management** - skill in working under pressure and handling deadlines, including balancing work and family responsibilities

16. **Multi-tasking** - skill in handling multiple tasks and assignments simultaneously by setting priorities and managing work flow under varying deadlines

17. **Problem-solving** - ability to evaluate systems and operations, identify causes, problems, patterns or issues, and explore workable solutions or remedies to improve situations

18. **Decision-making** - knowledge of how to ask questions, consider options, rewards, and risks, set limits, plan goals, and apply information to the process of choosing the best alternative

19. **Intellectual Risk-taking** - acceptance of the importance of lifelong education, including learning quickly and thoroughly, and continuously applying new knowledge

20. **Thoughtful Reflection** - skill in logical reasoning, conceptualizing abstract ideas, organizing symbols and graphs, seeing systemic issues, and evaluating data or outcomes

21. **Initiative** - ability to show self-motivation in getting work done, or done better, in the course of routine, daily work, or to take the lead in an unique way

22. **Creativity** - ability to conceive of, and contribute, new ideas, alternative pathways, or unique responses to a variety of situations

23. **Dedication** - ability to demonstrate endurance, follow-through and capacity to complete work tasks, including proposing, negotiating and implementing alternative approaches

24. **Perseverance** - ability to improve work, continuously monitor progress, and persist in successfully achieving results and goals regardless of obstacles encountered

25. **Pride in Work** - ability to take personal ownership over the amount and quality of individual performance, team assignments and other duties carried out

26. **Following Directions** - ability to follow written and oral instructions, and to adhere to established business practices, policies and procedures, including health and safety rules

27. **Information Gathering** - ability to observe, to listen to information provided orally, and to read material to gather and interpret information presented in various formats

28. **Resource Allocation** - knowledge of how to identify, leverage and distribute financial and material resources effectively and efficiently
29. **Time Management** - skill in prioritizing tasks, following schedules, and tending to goal relevant activities in a way that uses time wisely and optimizes efficiency and results

30. **Technology and Tool Usage** - knowledge of how to use and apply job-appropriate computer applications and other office equipment, such as copiers and fax machines
Unit I: World of Work

Day 11: What is Work and How Has it Changed

Objective:
Students will have an understanding of why work is important to them, their community, and the world.

TEKS:
Career Portals: 6.C

Materials:
• Information Sheet: . . . . . . World of Work (Starting The Conversation: A Career Explorations Guide for Parents and Children pgs. 23-27)
• Succeed at Work . . . . . . . Page 2

Activities:
• Read Information Sheet
• Discuss
• Read and Discuss Page 2 of Succeed at Work as a class.

Conclusion:
Goal Setting: When investigating careers of interest, students should keep in mind what they feel is important in working. Look for careers that will meet these needs.

Additional enrichment activity:
The Real Game Unit 3, Session 4: Disaster Strikes
The Be Real Game Unit 1, Session 1: The Beginning
The Be Real Game Unit 1, Session 3: The Adult World of Work
THE WORLD OF WORK

You may know little to nothing about the world of work. Before you go out into the world, you need to understand the basics of how the economy works, how to manage money, how to have a good work ethic and more. These facts are learned at home long before you take that first summer job. The earlier you start this training, the easier it will be!

This chapter focuses on describing the world of work. It's a primer on the labor market as it is today and how it is likely to be in the coming decade. You may be surprised at how much has transformed since your parents were your age!

THE BIG PICTURE: LABOR MARKET TRENDS

The world of work has changed dramatically over the past forty years and it changes daily with each new technological breakthrough. You have probably read about the "global economy" but you might not realize what this means in terms of your employment future.

You will enter a service-oriented and knowledge-based economy, where knowledge and the ability to learn matter more than physical abilities. Competition for jobs is global and layoffs and job changes are commonplace.

Here are some more features of this new economy:

Companies lay off workers even in good times. During the record low unemployment of the late 1990's, for instance, layoffs and turnover were the highest on record. Instead of viewing layoffs with alarm, Wall Street often sees them as a sign that a company is taking positive action. It rewards the layoffs with rising stock values.

Tenure doesn't always matter. Employers no longer automatically keep workers who have
been at the company the longest. Instead, work skills and the ability to interact well with others matter more than time on the job.

**Accomplishments do matter.** Employers often rely on employee performance to determine whom to promote or keep. One study found that 40 percent of companies now base compensation on performance, up from 17 percent in 1996.

**Ongoing education—lifelong learning—is crucial.** Since technology sometimes changes jobs completely, workers have to be flexible, able to shift occupations and careers as needed.

**Many jobs continue to move overseas**—especially those in manufacturing. As a result, most jobs in the U.S. are service-related.

**Many high-tech/high-skill jobs are also moving overseas** now that email, faxes and teleconferencing is commonplace. U.S. workers are not only competing for jobs with persons in other states or communities but with workers from other countries as well.

**Workers often must change employers to increase their wages.** Many employers are willing to lose employees rather than give "cost of living" raises. They can hire someone new for less.

**Workers must be responsible for their own retirement plans.** Many companies have adopted "cash balance" plans, which are portable (meaning that workers can take them along when they change jobs). It is also the sole responsibility of the worker to maintain, invest and so on.

**Labor Market Fact**

Today, people regularly change jobs and employers. The Bureau of Labor Statistics measures the length of time workers generally stay with the same job—their "job tenure." In 1998, the median number of years that workers had been with their current employer was 3.6 years. If you work forty years, then you might work for over eleven different employers.

The length of tenure varies depending on workers' age and occupation. Older workers tend to change jobs less frequently.

Government workers had the longest tenure of all industries, while retail trade workers (dominated by restaurants and other entry level jobs) had the shortest.

The bottom line is that you can’t expect that your employer will "take care of you." You have to be responsible for your own career development and you have to actively learn how to job hunt successfully. You’ll probably be doing it frequently!
JOBS OF THE FUTURE

As a result of the changes in the world economy, the types of jobs open to new workers have changed. Many clerical, agricultural, manufacturing and oil and gas-related jobs—perhaps held by your parents or grandparents—are diminishing as the service sector expands and computer technology replaces workers who previously held routine or production jobs.

Here are the types of jobs you can expect to find:

Service or trade jobs The Service and Trade sectors of the economy will have the most openings. Service jobs involve personal interaction and range from hairdressers to computer programmers. Trade refers to the sale of products, either retail or wholesale, to the public.

Low-skill/low-wage jobs These types of positions, including waiting tables and working retail, will always have the most openings. They also have high turnover, low benefits and are subject to seasonal fluctuations. Many are highly vulnerable to being replaced by new technologies, such as cashiers being replaced by check-out machines.

Healthcare, teaching and computer-related jobs These three fields will continue to see growth for largely demographic reasons. As Baby Boomers (those born from 1946 to 1964) age, their medical needs increase. Their children’s children, meanwhile, need to be educated. At the same time, the growth of technology-related jobs seems unlimited.

Temporary, part-time, contract and self-employed jobs Today a third of the U.S. labor force does not work the standard full-time job of yore. While most workers would prefer the relative stability and benefits of full-time employment, it is not always available. Some industries, such as computer manufacturing, only hire employees who have worked for them through a temporary agency first.

Skilled jobs With so many people opting for “desk” jobs, there is a growing shortage for skilled labor in such fields as carpentry, plumbing and septic work—jobs that can generate a great deal of money.

High-knowledge jobs Employers use education as a hoop prospective employees must jump through to get hired. The more educated you are and the more recent your education (e.g., follow-up courses), the more employable you are. Employers especially want workers who know how to learn and who can teach themselves.

Fulfilling jobs Given the fact that job security does not exist, many people select jobs that they find meaningful and fulfilling. Their focus is often on the work itself, rather than the pay, which may be low.

These labor market realities can be scary or exciting, depending on your attitude. The Me, Inc. attitude prepares you for success.
ME. Inc.—The Attitude for Success

Workers today have to fend for themselves in the market place. As Tom Lonergran of *Fired with Enthusiasm* puts it, "Even your old boss who fired you will be gone soon himself." No one is safe; no one can rescue you. So what do you do?

The best course of action is to think of yourself as self-employed. You run your own company, Me. Inc. You are its CEO, accountant, public relations person and secretary. Your product is you: your skills, knowledge and ability. Your customers are your employers and coworkers and everyone else.

Self-employed people know that they're only as good as their last job. They don't rest on their laurels. They're always trying to please customers more and expand their services. That's how you have to be.

If you think of yourself as Me. Inc., you will have a positive attitude toward this chaotic world of work. You will take charge of your own career and not be a victim of the system, whether you're being laid off, employed or changing fields.

Here are some ways to put the ME. Inc. attitude into practice:

**Perform to the best of your ability.**
Be the kind of employee that employers want to hire and keep.

**Take care of yourself** physically and mentally, particularly by avoiding over-work. Recent research found that people who work excessive hours report that it negatively affects their health.

**Plan for bouts of unemployment.**
You will probably lose your job at some time, so be prepare; develop your job hunting skills, build a network of acquaintances and save money.

**Learn to take adversity in stride.** There's no shame in being laid off—it's too common a phenomena for embarrassment. Just try to learn lessons from the experience.

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**Labor Market Fact**

Today’s economy continually churns and changes—more than at any other time in history.

Some jobs become obsolete while new jobs emerge. Other occupations, meanwhile, change or evolve so drastically that they no longer resemble what they were a decade earlier, though they share the same title.

The publication Emerging and Evolving Occupations in Texas (available through CDR) describes many of these new and changed jobs in detail, including education requirements and salary.

Discuss some of these occupations with your parents and teachers and counselors. They’re a great pace to start exploring!

Here are just a few:

- Computer Programmer
- Database Administrator
- Webmaster
- Automation/Robotics Technician
- Fiber Optics Technician
- Biomedical Engineering Technician
- Digital Imaging Technician
- Geographic Positioning Systems Technician
Every Job Matters

Seth and Joel, two high school sophomores, had been friends since kindergarten but their personalities were like night and day.

The differences became really obvious when they took summer jobs at a local fast food chain. Seth did not take his work seriously. He was frequently late and even failed to call in once when he was going to be absent. When he did show up, his work was sloppy. He just put in the minimum effort. “It’s just fast food,” he’d say. “No one cares about it.”

After only a month on the job, Seth was fired. “His coworkers were complaining and I even heard from a couple of customers,” the manager explained. “Actually, I should have fired him a long time ago but he’s a bright kid and I though I’d give him a chance. What a waste of time.”

Joel, on the other hand, was a different story. He was always on time, hard-working and courteous. He even volunteered for extra duties. He soon moved from cooking to behind the counter. “I moved him into a cashier position because he’s the kind of employee that makes our place look good,” the manager noted.

At summer’s end the manager wrote a great recommendation letter for Joel and asked him to come back the following year. When asked why he was such a good worker, Joel replied simply, “My dad always taught me that you can tell a person’s character by their work. And every job matters.”
Who’d Have Thought That

Work Can Be Fun?

Chris, a sophomore, has had a paper route for the past 3 months. He’s discovered that he enjoys his work duties a great deal—counting papers, riding his bike around the neighborhood, collecting subscription fees and maintaining accounting records. The getting up early and working sometimes in poor weather he could do without.

Chris enjoys the outdoors and handling accounts so much that he’d like to do work that involves either or both in the future. But how can he learn about jobs related to such vague interests?

Using iOSCAR (www.ioscar.org) from his home computer, Chris found some occupations that had similar tasks to those he currently performs. “I couldn’t believe how easy it was,” Chris says, “And it was free!”

These days, Chris is considering becoming a Survey/Mapping Technician, which will allow him to travel to different locations, record changes in property boundaries and even use another of his interests—photography—to do aerial mapping. In the meantime, he’s going to keep his paper route and see if his interest in its duties continues.

“The idea of work always seemed like a drag,” he notes. “But it’s not if you enjoy what you do. Who’d have thought that work can be fun?”