

Career Advising and Planning

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

Course Description

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

Course Standards

1. Academic Planning

- 1.1 Academic Strengths: **Understand and identify your academic strengths.** Compare and contrast those strengths to the knowledge and skills necessary for success in an interest-aligned career.
- 1.2 Educational Requirements: **Identify education requirements for success in an interest-aligned career.** Determine appropriate coursework, up through high school graduation, that would lead to postsecondary success. Participate in a preview day for incoming freshman high school students, if available in your district. Explore opportunities for earning early postsecondary credit, such as Advanced Placement, International Baccalaureate, [statewide](#) [local](#) dual credit, and dual enrollment.
- 1.3 Admissions: **Understand the admissions processes** for four-year colleges and universities, two-year community colleges, and technical schools. Research specific academic requirements for admission (standardized test scores, GPA, written essays, etc.) for a postsecondary institution aligned to your desired career.
- 1.4 Academic Counselor: Meet your academic counselor. Understand how **your counselor supports you in your academic career.** Identify all the resources available to you as you explore and plan for your future career goals.
- 1.5 Academic Plan~~High School & Beyond Plan~~: Create [or revisit the High School & Beyond Plan \(HSBP\)](#) ~~a five- to six-year academic plan based on your desired career path~~ in accordance with State Board Middle School Policy 2.102. [The HSBP should include course planning through grade nine and should integrate students' your results from a career aptitude assessment and career interest inventory. The five- to six-year plan should include major academic milestones, such as testing requirements and high school graduation, and what postsecondary plans are required for success in their chosen field.](#) Include opportunities for CTE classes [aligned with high school offerings](#), industry credentials, or work-based learning, [as appropriate](#).

2. Career Planning

- 2.1 Career Profile: Discuss the impact of effective college and career planning. **Create a personal career profile and make an oral presentation** describing an ideal career, minimum education requirements, and identify any entrepreneurial opportunities within a field of personal interest.
- 2.2 Strengths Alignment: Explore the **alignment between your individual skills, desired career, and personality**. Describe how your strengths benefit your chosen career.
- 2.3 Career Learning Experiences: **Identify specific experiences that will foster success in your desired career**. Research how you could participate in these kinds of activities in the future.
- 2.4 Labor Market: Investigate labor market information in a sector aligned to your career interests. **Analyze national, state, regional, and local labor markets and classify evidence of high-skill, high-wage, or high-demand occupations**. Analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.
- 2.5 State Government Careers: **Explore and analyze non-elected careers within the Tennessee state government, considering alignment with career aptitude and career interest assessment results**. Choose one non-elected state government career and present the research through a fictional interview script (three to five questions and answers), a short presentation, a written career overview, or another teacher-approved format.
- 2.6 5 — Research Project: Conduct a **research project**, citing multiple sources, to **analyze and describe how skills learned in school (including academic, technical, and “soft skills”) benefit an individual in postsecondary training, career, and society**. Articulate the importance of specific skills that will be emphasized in future education, including literacy, numeracy, critical thinking, and problem-solving.

3. Career Financial Planning

- 3.1 Education Costs: Based on your desired career, **calculate education costs. Include early postsecondary opportunity (EPSO) credits if applicable. Create a financial savings plan** to achieve the goal.
- 3.2 Financial Aid: **Research and understand the differences between financial aid options** (scholarships, grants, student loans, etc.) and the misconceptions surrounding the cost of postsecondary education. Explain how financial aid can make postsecondary education more affordable, and how different types of financial aid impact the cost. Research both external and in-state financial aid options for Tennessee students.
- 3.3 Free Application for Federal Student Aid (FAFSA): **Analyze the FAFSA form and discuss the information needed** in completing and submitting it to the U.S. Department of Education.

- 3.4 Career Path Salaries: **Research salaries based on desired career path** using reputable, accurate, and current sources.
- 3.5 Salary Range: **Understand that each job has a salary range**. Research multiple job salary ranges, including low- and high-end salaries, along with the education level required. Compare and contrast what factors influence salary range. Evaluate steps needed to financially plan for work and life goals.

4. Experiential Learning

- 4.1 Career Preparation Materials: Using personal profile and career plan goals, **prepare customized career preparation materials or exercises for a specific occupation or industry**, such as:
- a. resume,
 - b. cover letter(s),
 - c. thank-you notes (after interviews) for potential employers,
 - d. list of transferable skills,
 - e. job application(s), and
 - f. mock interview or role-play exercise.
- 4.2 Service Project: **Participate in and document a service project that will be presented to the school and/or the community**. Investigate a need in the community, conduct interviews, ask clarifying questions to determine specifics, create an innovative way to address the need, document research and proposed solution, and present a proposal using effective oral and written communication skills.
- 4.3 Business Plan: Using the need identified in Standard 4.2, **create a business plan**. Describe the key components of the entrepreneurial startup process (the entrepreneur, the environment, the opportunity, startup resources, and the new venture organization) and how it seeks to solve the need or problem.
- 4.4 Ethical Dilemma: Read a case study about an ethical dilemma in a workplace (such as plagiarism) and **craft an argument that develops and supports a claim about a potential solution** to the challenge posed by applying communications and literacy skills.
- 4.5 Career and Technical Student Organization (CTSO): **Identify which CTSO most closely aligns with your career interests**. Research how to join and/or apply. If no CTSO at your middle or high school exists, consider and research steps to start one in the future.
- 4.6 Interviews: Conduct five **informational interviews with professionals in a career aligned with your interests**. Compare responses to previously completed research on education requirements and job expectations.