

Success 101		
Standards	Fall Semester	
<a href="#">NMPED CTE Standards and TXPED TEKS CCR Knowledge &amp; Skills</a>	Success 101 Topics Covered	Number of Days
	<i>The Career Choices curriculum involves students in a career and life planning process that will motivate them not only to stay in school, but to strive for achievement; this is accomplished by teaching decision making, problem solving and critical thinking skills and providing students with the opportunity to practice these skills.</i>	
	<b>Semester 1</b>	
TEKS 127.2.1.A	<b>Chapter 1: Envisioning Your Future</b>	8
TEKS 127.2.1.A	<b>Goal: To start students thinking about an ideal future.</b>	
TEKS 127.2.1.A	1. To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.	
TEKS 127.2.1.A	2. To have students begin imagining the kind of future they would find most satisfying.	
TEKS 127.2.1.A	3. To illustrate that work is not just a way to earn a living, but an important part of most people's identity.	
TEKS 127.2.1.A	4. To allow students to recognize the scope and diversity of every individual's accomplishments on a daily basis.	
TEKS 127.2.1.A	5. To help students identify their own decision-making patterns and evaluate their effectiveness.	
TEKS 127.3.1.A	<b>Chapter 2: Your Personal Profile</b>	15
TEKS 127.3.1.A	<b>Goal: To help students begin to answer the question "Who am I?"</b>	
TEKS 127.3.1.A	1. To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help them appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.	
TEKS 127.3.1.A	2. To help students learn to identify and articulate those things that are extremely important to them on an emotional level.	
TEKS 127.3.1.A	3. To help students clarify which work values are most meaningful in their own lives.	
TEKS 127.3.1.A	4. To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.	
TEKS 127.3.1.A	5. To help students identify their strengths and, in so doing, raise their self-esteem.	
TEKS 127.3.1.A	6. To help students identify the skills they have developed over the years.	
TEKS 127.3.1.A	7. To help students identify and understand standard skills categories.	
TEKS 127.3.1.A	8. To help students identify and evaluate their roles, occupations, and vocations.	
TEKS 127.3.1.A	9. To make students more aware of the messages—verbal and otherwise—they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.	
TEKS 127.3.1.A,	<b>W1 Assessment</b>	
TEKS 127.3.1.A,B	<b>Chapter 3: Lifestyles of the Satisfied and Happy</b>	15
TEKS 127.3.1.A,B	<b>Goal: To help students answer the question "What do I want?" by considering their ideal lifestyle.</b>	

TEKS 127.3.1.A,B	1. To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.	
TEKS 127.3.1.A,B	2. To help students identify an overall goal or mission for their lives.	
TEKS 127.3.1.A,B	3. To teach students to project into the future and to realize the diversity of lifestyle options open to them.	
TEKS 127.3.1.A,B	4. To help students identify the components of a balanced lifestyle.	
TEKS 127.3.1.A,B	5. To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life.	
TEKS 127.3.1.A,B	6. To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.	
TEKS 127.3.2.D, TEKS 127.3.4.A	<b>Chapter 4: What Cost This Lifestyle?</b>	22
TEKS 127.3.2.D, TEKS 127.3.4.A	<b>Goal: To instill an understanding of the costs of any given lifestyle—financial costs, as well as psychological costs and the costs in terms of commitment to a given career.</b>	
TEKS 127.3.2.D, TEKS 127.3.4.A	1. To give students a realistic view of how many financial considerations will be important when deciding on a career path.	
TEKS 127.3.2.D, TEKS 127.3.4.A	2. To learn to budget the more common way—by having a total figure available and allocating that figure among the line items.	
TEKS 127.3.2.D, TEKS 127.3.4.A	3. To have students learn to budget the way most people do—by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle.	
TEKS 127.3.2.D, TEKS 127.3.4.A	4. To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.	
TEKS 127.3.2.D, TEKS 127.3.4.A	5. To explore the myth that money can make you happy.	
TEKS 127.3.2.D, TEKS 127.3.4.A	6. To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.	
TEKS 127.3.2.D, TEKS 127.3.4.A	7. To help students recognize the rewards and sacrifices of specific careers as they relate to values.	
TEKS 127.3.2.D, TEKS 127.3.4.A	8. To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.	
TEKS 127.3.2.D, TEKS 127.3.4.A	9. To demonstrate the financial payoff—over a lifetime—of an investment in education.	
TEKS 127.3.2.D, TEKS 127.3.4.A	10. To help students gain specific information about the costs and rewards of various jobs from people they know.	
TEKS 127.3.2.D, TEKS 127.3.4.A	11. To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.	
TEKS 127.3.1.A,B, TEKS 127.3.4.D, TEKS 127.3.4.A	<b>W2 Assessment</b>	
TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	<b>Chapter 5: Your Ideal Career</b>	10
TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	<b>Goal: To have students take a look at the general characteristics they hope to find in a job before they begin considering a specific career.</b>	

TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	1. To help students narrow their career choices by first considering the general job characteristics that are most important to them, and then by being creative in thinking of jobs that meet their requirements.	
TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	2. To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.	
TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	3. To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.	
TEKS 127.2.1.A,B,C TEKS 127.2.2.ABC TEKS 127.2.3.A	4. To help students sort out their own feelings about status as it relates to job selection.	
TEKS 127.2.1.ABC, TEKS 127.3.1.AB, TEKS127.3.2.D, TEKS 127 3.4.A	<b>E1 Review &amp; Assessment</b>	5