

# THEME MODULE TITLE: Career and Community Opportunities

## MODULE DESCRIPTION

This module introduces students to a variety of careers and provides students opportunities to explore their personal goals, interests, and future work-world plans. Current issues related to societal, economic, and technological changes impacting employment will be examined. Students will explore the wide variety of career options related to the 16 national career clusters and identify the knowledge, skills, education, and training necessary for success within these fields.

## ESSENTIAL QUESTION

What knowledge and skills are necessary to demonstrate introductory understanding of the influences that societal, economic, and technological changes have on employment and the impact that employability skills have on your career choices and post-secondary options?

## MODULE CONTENT

### Career Connections

#### 1. The Work World

Students will

- Describe reasons for working in paid and unpaid work environments
- Discuss the value of work as it relates to the individual and to society
- Compare the similarities and differences among home, school, community, and work environments
- Identify changes likely to occur in home, school, and community environments that will likely change work environments in the future

#### 2. Career Clusters

Students will

- Identify and use career resources to obtain information about careers and employment trends
- Understand the term "career cluster" and describe how and why specific careers are grouped together
- Examine the 16 national career clusters and their use in guiding initial career planning
- Identify clusters for further investigation based on personal interests

#### 3. Employability Skills

Students will

- Identify personal characteristics such as abilities, interests, and values and examine how they might impact career choices
- Describe characteristics and behaviors that enable individuals to contribute to the success of a group in a variety of community and work situations
- List and describe employability skills and ways they benefit individuals in community and work situations
- Demonstrate personal development of employability skills through practice of these skills in a variety of classroom applications

#### 4. Career Plans

Students will

- Examine potential career choices to determine knowledge, skills, and abilities

associated with each

Assess personal characteristics such as interests, abilities, and aptitudes in relation to characteristics associated with careers of interest

Examine model career plan formats, including the [NYS Career Plan](#), and explain the purpose of developing a personal career plan

Formulate a personal career plan that includes short-term and long-term goals needed to carry out the career plan

#### 5. Looking to the Future

Students will

Discuss ways career path decisions influence goals for lifelong learning and leisure opportunities

Examine workplace issues and trends and describe their impact on individual and family lifestyles

Research ways social, economic, and technological changes have led to adaptations in work and community environments and expectations

#### **Community Connections**

##### 1. Needs Assessment

Students will

List and describe the typical needs of community members at each stage in the lifespan

Research community resources available to support individuals and families

Explore the role adolescents can play in providing for the needs and enhancing the lives of community members

##### 2. Participation in Community Activity

Students will

Identify community programs and projects that could benefit from student participation

Demonstrate personal development of employability skills through practice of these skills in an activity to benefit a community program or project

## **RELATED ACTIVITIES by CTE Content Area**

#### Agricultural Education (Looking to the Future)

Invite a panel of recent graduates to discuss their current experiences in college and/or the workforce. Ask panelists to share what they are studying and what they are doing. Have panelists focus on the ways their school experiences, including FFA, helped prepare them for the challenges of their current roles.

#### Business and Marketing Education (Career Clusters)

Arrange a job shadow experience with local businesses and community agencies. Assign students to settings representing career clusters they have identified as their interest areas. Have students become the "career cluster experts" by presenting what they have learned from their job shadow experiences to the class.

#### Family and Consumer Sciences Education (Career Plan)

Create a career plan using the [NYS Career Zone](#), a career exploration resource used to promote career development. Students complete a self-assessment activity to help them identify personal interests and career goals.

### Health Science Education (Community Connections)

Discuss the wide range of careers in the healthcare field. Then, focus on the role of public health agencies in the community. Students develop informational brochures to educate others about health supports available in the local community.

### Technology Education (Employability Skills)

Research a technology or engineering-related career using a variety of resources such as in-person interviews, job search websites, and college websites. Identify what the job requires for education or training, what types of activities are done, and what the pay or benefits would be. Write a reflection describing how personal skills and interests would be assets in this career.

### Trade and Technical Education (The Work World)

Review both print and online job postings for the local community and compile a list of the most common job listings. Compare these local job openings to state and national projections. Research educational requirements for the jobs with the highest vacancies. Develop model high school education plans showing the courses and CTE programs that can help students develop the skills they will need to fill these employment gaps.

## STANDARDS ADDRESSED

### New York State Career Development and Occupational Studies (CDOS) Standards

#### Intermediate Level

##### Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

##### Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

##### Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

### Common Career Technical Core Standards

<https://www.careertech.org/career-ready-practices>

#### Career Ready Practices

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
4. Communicate clearly and effectively and with reason
6. Demonstrate creativity and innovation
7. Employ valid and reliable research strategies
9. Model integrity, ethical leadership, and effective management
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity
12. work productively in teams while using cultural global competence

### National Agricultural Education Standards

<https://www.ffa.org>

CS.05. Describe career opportunities and means to achieve those opportunities in each of the

agriculture career pathways

National Business Education Standards

<https://www.nbea/newsite/curriculum/standards/index.html>

Career Development

I. Self-Awareness Achievement Standard

Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development

II. Career Research Achievement Standard

Utilize career resources to develop a career information database that includes international career opportunities

III. Workplace Expectations Achievement Standard

Relate the importance of workplace expectations to career development

IV. Career Strategy Achievement Standard

Apply knowledge gained from individual assessment to a comprehensive set of goals and individual career plan

V. School to Career Transition Achievement Standard

Develop strategies to make an effective transition from school to career

National Family and Consumer Sciences Standards

<http://www.nasafacs.org/national-standards-and-competencies.html>

1.0 Career, Community, and Family Connections

Integrate multiple life roles and responsibilities in family, work, and community settings

1.2 Demonstrate transferable knowledge, attitudes, technical and employability skills in school, community, and workplace settings

1.3 Evaluate the reciprocal effects of individual and family participate in community and civic activities

National Consortium for Health Science Education

<https://www.healthscienceconsortium.org/national-health-science-standards/>

Foundation Standard 4 Employability Skills

Utilize employability skills to enhance employment opportunities and job satisfaction

4.3 Career Decision-making

4.31 Research levels of education, credentialing requirements, and employment trends in health professions

4.32 Distinguish differences among careers within health sciences pathways

4.4 Employability Preparation

4.41 Develop components of a personal portfolio

4.42 Identify strategies for pursuing employment

International Technology and Engineering Educators Association

Standards for Technological Literacy

<https://www.iteea.org/39197.aspx>

The Nature of Technology

3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields

Technology and Society

4. Students will gain an understanding of the cultural, social, economic, and political effects of technology

G. Economics, political, and cultural issues are influenced by the development and use of technology

6. Students will gain an understanding of the role of society in the development and use of technology

D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies

#### USDOE Employability Skills

<http://cte.ed.gov/employabilityskills/>

#### Effective Relationships

The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

##### Personal Qualities

Demonstrates a willingness to learn

Takes responsibility for professional growth

##### Interpersonal Skills

Understands teamwork and works with others

#### Applied Knowledge

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

##### Critical Thinking Skills

Plans and organizes

#### Workplace Skills

The skills employees need to successfully perform work tasks

##### Information Use

Locates information

Organizes information

Uses information

Communicates information

##### Technology use

Understands and uses technology

## RESOURCES

New York State Department of Labor

New York State Career Zone

<https://www.careerzone.ny.gov>

Career Zone is a no-cost online career exploration and planning tool developed by the New York State Department of Labor. It offers career and education information on thousands of careers, as well as, self-assessment and career planning tools. Career Zone is appropriate for users from middle school through adult.

New York State Employment Projections

<https://www.labor.ny.gov/stats/lproj.shtm>

Find the expected employment growth and annual openings for all published occupations in New York State and its ten labor market regions. These 10-year forecasts, which are updated every other year, are intended to help individuals make informed education and career decisions and assist educators and training providers in planning for future needs.

United States Department of Labor

CareerOneStop

<https://www.careeronestop.org>

CareerOneStop is the career, training, and job search website for the U.S. Department

of Labor. The website serves job seekers, businesses, students, and career advisors with a variety of free online tools, information and resources.

Bureau of Labor Statistics

<https://www.bls.gov>

The Bureau of Labor Statistics collects, processes, analyzes, and disseminates essential statistical data, and serves as a statistical resource to the Department of Labor. The Bureau of Labor Statistics publishes a table of Fastest Growing Occupations, produced by the Employment Projections program.

National FFA

Ag Explorer

<https://www.agexplorer.com>

National FFA and Discovery Education have created a comprehensive career resource to help students explore the broad range of careers within the industry of agriculture. Students learn about agriculture careers by watching the videos, exploring the career pages and completing the Career Finder interactive.