New York State Middle-Level Career and Technical Education
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 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 will identify the knowledge, skills, education, and training necessary for success within these fields.

GUIDING 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, interests, and aptitudes have on individuals' career choices and postsecondary options?

MODULE CONTENT

Career and Community Connections
1. The Work World
    Students will
        a) Describe reasons for working in paid and unpaid work environments
        b) Discuss the value of work as it relates to the individual and to society
        c) Compare the similarities and differences among home, school, community, and work environments
        d) 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
        a) Identify and use career resources to obtain information about careers and employment trends
        b) Understand the term "career cluster" and describe how and why specific careers are grouped together
        c) Examine the 16 national career clusters and their use in guiding initial career planning
        d) Identify clusters for further investigation based on personal interests

3. Employability Skills
    Students will
        a) Identify personal characteristics such as abilities, interests, and values and examine how they might impact career choices
        b) Describe characteristics and behaviors that enable individuals to contribute to the

success of a group in a variety of community and work situations

       c) List and describe employability skills and ways they benefit individuals in community and work situations

       d) Demonstrate personal development of employability skills through practice of these skills in a variety of classroom applications

4.Career Plans

    Students will

       a) Examine potential career choices to determine knowledge, skills, and abilities associated with each

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

       c) Examine model career plan formats, including the NYS Career Plan, and explain the purpose of developing a personal career plan

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

5. Community Needs Assessment

    Students will

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

       b) Research community resources available to support individuals and families

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

6. Participation in Community Activities

    Students will

       a) Identify community programs and projects that could benefit from student participation

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

7. Career Pathways

    Students will

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

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

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

ILLUSTRATIVE 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 Cluster Experts

Arrange job shadow experiences 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
Public Health Brochures

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 for engineers

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
Employment Projections

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/employability skills/
  Applied Knowledge: Applied Academic Skills, Critical Thinking Skills
    The thoughtful integration of academic knowledge and technical skills put to practical use
  Effective Relationships: Interpersonal Skills, Personal Qualities
    The skills that enable individuals to interact effectively with clients, coworkers, and supervisors
  Workplace Skills: Resource Management, Information Use, Communication Skills, Systems Thinking, Technology Use
    The skills employees need to successfully perform work tasks

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/lsproj.shtm

> The expected employment growth and annual openings for all published occupations in New York State and its ten labor market regions are housed on this website. These 10-year forecasts, which are updated every other year, are intended to help individuals make informed education and career decisions and to 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.

New York Chambers of Commerce

http://www.officialusa.com/stateguides/chambers/newyork.html

> The purpose of each New York Chamber of Commerce is to assist small businesses and enhance economic growth of the surrounding area. Chambers of Commerce provide local businesses with an opportunity to network with other businesses in the area by working together and coordinating events. New York Chambers of Commerce also provide local region and community information for visitors and new residents.

The College Board

https://bigfuture.collegeboard.org/get-started

> The College Board website is an interactive college and career planning website that provides details on several career pathways related to career clusters. Educational requirements are included.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)
   http://nyctecenter.org/

   The Career and Technical Education Technical Assistance Center (CTE TAC) operates
   under a state contract to assist the New York State Education Department (NYSED) in
   carrying out its mission of improving the quality, access, and delivery of career and
   technical education through research-based methods and strategies resulting in
   broader CTE opportunities for all students.