



## MODULE DESCRIPTION

This module introduces students to the trade and technical career area. Students identify their natural interests and abilities as they explore trade and technical career cluster options of construction, transportation, manufacturing, visual arts and communication, human and public service, and information technology. Students learn essential workplace and technical skills needed for success in trade and technical fields. Students define what they truly enjoy and match career options to their individual interests. This module encourages students to reflect, critically and objectively, when planning their secondary and postsecondary education pathways.

## GUIDING QUESTION

What knowledge and skills are necessary to demonstrate introductory understanding of the personal skills, abilities, and aptitudes needed for success in trade and technical careers?

## MODULE CONTENT

### 1. TRADE AND TECHNICAL CAREERS

#### STUDENTS WILL:

- a) Define the term “Career Cluster” and explain the career cluster system
- b) Tell how trade and technical careers are represented in the career clusters of construction, transportation, manufacturing, visual arts and communication, human and public services, and information technology
- c) Identify specific trade and technical fields that are included in each cluster
- d) List and describe the primary activities, tools, and work environments for specific trade and technical fields
- e) Differentiate amongst the various methods for payment of wages and salaries in trade and technical fields
- f) Discover personal interests in trade and technical careers through completion of interest inventories
- g) Participate in classroom activities to identify personal aptitudes and abilities for skills required in trade and technical careers

## 2. ESSENTIAL WORKPLACE COMPETENCIES

---

### STUDENTS WILL:

- a) Explain the importance of applied knowledge, effective relationships, and workplace skills to success in trade and technical careers
- b) Compare and contrast the opportunities for individual initiative, teamwork, collaboration, and leadership in trade and technical careers
- c) Describe strategies for assessing and adjusting personal behaviors to meet workplace expectations in trade and technical careers

## 3. TECHNICAL SKILLS

---

### STUDENTS WILL:

- a) Define "Industry Standards" and tell how industry standards contribute to consistent, safe, high-quality work in trade and technical fields
- b) Describe the features and characteristics of technical manuals and practice reading and interpreting technical manuals in a variety of classroom workplace simulations
- c) List industry-specific computations and practice computations in a variety of classroom workplace simulations
- d) Demonstrate appropriate use, care, and maintenance of tools in a variety of classroom workplace simulations
- e) Assess personal technical skills and develop a plan for skill practice and improvement

## 4. PROBLEM SOLVING

---

### STUDENTS WILL:

- a) Anticipate that novel situations will arise in trade and technical work situations
- b) Analyze resources, processes, and techniques commonly used to resolve problems in trade and technical workplaces
- c) Communicate the nature of a problem, the intended solution, and the probable outcome
- d) Demonstrate individual and group problem-solving skills through practice of these skills in a variety of classroom workplace simulations
- e) Evaluate and refine problem-solving methods based on the strengths and weaknesses of solutions





## STANDARDS ADDRESSED

### NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) STANDARDS

---

#### 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

Systems Thinking, Technology Use

The skills employees need to successfully perform work tasks

## RESOURCES

Posting of resources on this form does not constitute an endorsement from the New York State Education Department nor does it imply that the following resources are mandatory or the only ones that can be used. Teachers and administrators ensure that resources align with local policies and are responsible for choosing the resources have the final authority, in alignment with local policies, to choose and utilize the resources that best meet the needs of their students. Questions regarding compliance [with Education Law 2D](#) should be directed to your administrator and/or chief information officer.

### 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, ~~se~~ assessment and career planning tools. Career ~~Zone~~ is appropriate for users from middle school through adult.

### UNITED STATES DEPARTMENT OF LABOR CAREER ONESTOP

<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.

### ASSOCIATION OF CAREER AND TECHNICAL EDUCATION: CAREER PLANNING GUIDE

<https://www.acteonline.org/wp->

## ADVANCE CTE: MIDDLE LEVEL CAREER INTEREST INVENTORY

<https://cte.careertech.org/sites/default/files/StudentInterestSurveyEnglish.pdf>

AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the seven career clusters available to them.

## NEW YORK STATE TRADE AND TECHNICAL TEACHERS ASSOCIATION (NYSTTA)

<https://www.nystta.org/>

New York State Trade and Technical Teachers' Association (NYSTTA) provides statewide opportunities for collaboration and focused professional development on curriculum, project ideas, assessment strategies, technical assessments, and student management.

## CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER NEW YORK

<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 researchbased methods and strategies resulting in broader CTE opportunities for all students.