

NEW YORK STATE EDUCATION DEPARTMENT  
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION  
FAMILY AND CONSUMER SCIENCES  
INDIVIDUAL GROWTH AND LIFE READINESS  
Z & K Z D d d ~~2023~~

## MODULE DESCRIPTION

- c) Demonstrate effective communication skills
- d) Explore and implement strategies for career readiness

## 4. FINANCIAL READINESS

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### STUDENTS WILL:

- a) Identify sources of income
- b) Create and follow a budget
- c) Explore options for money transfers
- d) Examine how to balance a bank account
- e) Determine ways to save money
- f) Compare and contrast different types of credit and loans
- g) Evaluate the impact of various family transitions on personal finance

## 5. CAREER PATHWAYS

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### STUDENTS WILL:

- a) Explore various careers within the 16 national career clusters
- b) Examine the skills needed to become an entrepreneur

## ILLUSTRATIVE ACTIVITIES BY THEME MODULE

These activities are intended to serve as examples of how the content in this module could be tied to each of the six middle level themes.

## CAREER AND COMMUNITY OPPORTUNITIES

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### DISCOVERING PERSONAL TRAITS

Students discover and evaluate personal traits using a variety of tools approved by their school communities, such as values inventories, strengths inventories, personality assessments, and job skills inventories. Students will use the information gathered from these activities when practicing employment activities, such as creating a resume, identifying references, creating a targeted cover letter, filling out a job application, preparing for a job interview, and sending follow-up communication.

## COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

### INTERVIEW AN ADULT

Students make arrangements under teacher supervision to interview an adult in a career field of interest to them. Prior to their interviews, students work in pairs to practice effective communication skills to use during the student/adult interview, including observing and practicing effective nonverbal communication skills; reading questions aloud using different tones and inflections; and role playing active/reflective listening.

## FINANCIAL AND CONSUMER LITERACY

### SAVINGS OPTIONS

Students create a short-term financial savings goal for a specific item or purpose. Invite a panel of representatives from a variety of local financial institutions to present information on savings products available from their institutions. Following the presentation, students decide which product they would choose to help them reach their savings goals and present their choice and reasons to the class.

## HEALTH, SAFETY, AND WELLNESS

### 3-D PERSONAL TIMELINES

Students make 3-D personal timelines illustrating where they have been, where they are now, and where they are going, including the goals they would like to achieve in their lifetime. Students will imagine, describe, and represent the lifestyle they would like to experience, including their physical, emotional, social and academic goals. Timelines will show the steps necessary to achieve these goals.

## PROBLEM SOLVING AND INNOVATION

### ENTREPRENEURSHIP

After students view interviews with entrepreneurs, such as through Khan Academy, students create lists of traits or characteristics common to successful entrepreneurs. Small groups develop entrepreneurship plans and make prototype food, textile, or human services products. Groups pitch their ideas to a panel representing potential investors. Classmates and investors vote on w0 (r)4 (s)rsd30 ( )10 (A)4 (o)12( )TJ -0da

## SUSTAINABILITY

### PRESERVING NATURAL RESOURCES IN LEISURE ACTIVITIES

Students will identify a leisure activity or hobby that they do now or would like to include in their future lifestyle. Make a list of the resources used to engage in this activity. Research ways the activity could be amended to preserve natural resources or to make a lesser impact on the environment, for example installing a solar heating cover on a swimming pool or converting a swimming pool to salt water. Students will share ideas with the class.

## STANDARD 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

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# COMMON CAREER TECHNICAL CORE STANDARDS

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## CAREER READY PRACTICES

1. Act as a

2.7.2 Analyze how education, income, career, and life choices relate to achieving financial goals

2.7.3 Manage money effectively by developing financial goals and budgets

2.7.4 Manage credit and debt to remain both creditworthy and financially secure

12.0 Human Development

Analyze factors that influence human growth and development

12.1.1 Analyze physical, emotional, social, moral, and cognitive development

12.2.4 Analyze the influence of life events on individuals' physical, emotional, social, moral, and cognitive development

13.0 Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace and community

13.1.1 Analyze processes for building and maintaining interpersonal relationships

13.2.1 Analyze the effects of personal characteristics on relationships

13.3.1 Analyze communication styles and their effects on relationships

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication

13.3.3 Demonstrate effective listening and feedback techniques

## RESOURCES

*Disclaimer:* 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 285](#) should be directed to your administrator and/or chief information officer.

## NEW YORK STATE DEPARTMENT OF LABOR CAREER ZONE

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

Career Zone is a free 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.

## 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.

## CALIFORNIA DEPARTMENT OF EDUCATION

<https://www.cde.ca.gov/eo/in/fl/finlitk12.asp>

The Office of Mental Health (OMH) regulates, certifies and oversees more than 4,500 programs, which are operated by local governments and nonprofit agencies. These programs include various inpatient and outpatient programs, emergency, community support, residential and family care programs.

## CAREER WISE EDUCATION

<https://careerwise.minnstate.edu/careers/assessmentsuite.html>

Career Wise Education offers a suite of career inventories and assessments that help students identify interests and skills and match them to careers. For example, the Interest Assessment shows an individual interest profile and connects that profile to specific careers and majors. Short and long format assessments are available.

## NATIONAL EDUCATION ASSOCIATION (NEA) RESOURCES



