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## 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

### 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



## 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

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## HEALTH SCIENCES EDUCATION

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### PUBLIC HEALTH BROCHURE

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

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### EMPLOYABILITY SKILLS FOR ENGINEERS

Research a technology or engineering-related career using a variety of resources such as in 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

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### 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.

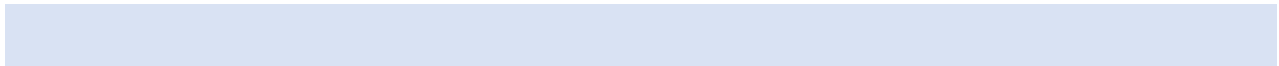
## STANDARDS ADDRESSED

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

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NATIONAL CONSORTIUM FOR HEALTH SCIENCE EDUCATION

<https://www.healthscienceconsortium.org/national-healthsciencesstandards/>

Foundation Standard 4 Employability Skills

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## RESOURCES

### NEW YORK STATE DEPARTMENT OF LABOR

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#### NEW YORK STATE CAREER ZONE

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

Career Zone is a robust 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.

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#### NEW YORK STATE EMPLOYMENT PROJECTIONS

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

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#### 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.

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## 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 en 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/getstarted>

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 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.