

**NEW YORK STATE EDUCATION DEPARTMENT  
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION  
FAMILY AND CONSUMER SCIENCES  
INDIVIDUAL GROWTH AND LIFE READINESS  
REFORMATTED MAY 2023**



## MODULE DESCRIPTION

This module introduces students to the ways in which how understanding the self impacts lifelong choices. Students will explore, identify, and assess personal traits, interests, and abilities relative to becoming a contributing member of home, school, community, and work environments. Students will identify and analyze basic money management concepts. Students will have the opportunity to explore the wide variety of career options related to personal self-discovery and identify the knowledge, skills, education, and training necessary for success within a variety of fields.

## GUIDING QUESTION

What knowledge and skills are necessary to demonstrate introductory understanding of self, interests, aptitudes, and abilities as they relate to personal development, employability, and financial readiness?

## MODULE CONTENT

### 1. PERSONAL DEVELOPMENT

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**STUDENTS WILL:**

- a) Examine personal values
- b) Discover and evaluate personality traits and strengths
- c) Predict areas of personal interests relating to the future

### 2. GOAL SETTING

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**STUDENTS WILL:**

- a) Acknowledge the role of personal values and standards in goal setting
- b) Differentiate between SMART and Stretch goals
- c) Establish a goal for personal improvement
- d) Design, implement, and evaluate a plan to attain a desired goal

### 3. EMPLOYABILITY

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**STUDENTS WILL:**

- a) Explore employability skills
- b) Show understanding of interpersonal dynamics

- 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

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### 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 non-verbal communication skills; reading questions aloud using different tones and inflections; and role playing active/reflective listening.

## FINANCIAL AND CONSUMER LITERACY

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### 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

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### 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

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### 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 which entrepreneurs to back.

## 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.

## 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

#### **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

### NEW YORK STATE STANDARDS FOR FAMILY AND CONSUMER SCIENCES

#### Intermediate Level

##### Standard 2: Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

##### Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources

## COMMON CAREER TECHNICAL CORE STANDARDS

### CAREER READY PRACTICES

1. Act as a responsible and contributing citizen and employee
3. Attend to personal health and financial well-being
4. Communicate clearly and effectively and with reason
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership, and effective management
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity

## NATIONAL FAMILY AND CONSUMER SCIENCES STANDARDS

### 1.0 Career, Community and Family Connections

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

- 1.2.1 Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career
- 1.2.2 Demonstrate job seeking and job keeping skills
- 1.2.3 Apply communication skills in school, community, and workplace settings
- 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings
- 1.2.8 Demonstrate employability skills, work ethics, and professionalism

### 2.0 Consumer and Family Resources

Evaluate management practices related to the human, economic, and environmental resources in a global context

- 2.1.1 Apply time management, organizational, and process skills to prioritize tasks and achieve goals
- 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants
- 2.1.7 Apply consumer skills to decisions about recreation
- 2.4.3 Assess the use of technology and its effect on quality of life
- 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals, families, and communities
- 2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services
- 2.6.1 Evaluate the need for personal and family financial planning
- 2.6.2 Apply financial management principles to individual and family financial practices

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 2D](#) 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 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.

## 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 FOR TEACHING FINANCIAL LITERACY

<http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html>

This website provides resources to supplement curriculum and help students gain the financial literacy skills they'll need to manage their financial resources effectively throughout their lives.

## ASSOCIATION OF CAREER AND TECHNICAL EDUCATION CAREER PLANNING GUIDE

[https://www.acteonline.org/wp-content/uploads/2018/02/ACTE\\_CC\\_Paper\\_FINAL.pdf](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf)

Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals.



## ADVANCE CTE MIDDLE LEVEL CAREER INTEREST INVENTORY

<https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf>

AdvanceCTE provides a Career Interest Inventory worksheet to use with students in helping them identify the potential matches to the 16 career clusters available to them

## NEW YORK STATE ASSOCIATION OF FAMILY AND CONSUMER SCIENCES EDUCATORS (NYS AFCSE)

<http://www.nysafcse.org/>

Family and Consumer Sciences education in New York state is delivered through a variety of courses designed to promote student attainment of the intermediate and commencement level New York State Learning Standards for Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS). This professional organization hosts a website that includes "Curriculum" and a "Best Practices" tabs.

## CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER OF 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 research-based methods and strategies resulting in broader CTE opportunities for all students.