

Middle School Family and Consumer Sciences—Career Exploration

Career Cluster	Education and Training
Course Code	19000
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	Work-based experience through volunteer opportunities
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Education & Training Cluster Endorsement; Human Services Cluster Endorsement; Hospitality & Tourism Cluster Endorsement; FACS Endorsement
Resources	

Course Description:

Middle school students are exploring many areas of life. A career decision is an important part of each student’s life. Career decisions require careful planning and understanding. An awareness of the 16 career clusters and pathways, particularly those related to Family and Consumer Sciences, is the beginning of a career destination. Transferable skills, personal needs and wants, and employer expectations are vital for student success. Students begin planning this journey with interest surveys, job research and the formation of a career plan.

Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human Development.

Course Standards

Indicator # CE 1: Analyze information about career opportunities to make informed career decisions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters. <i>Examples:</i> <ul style="list-style-type: none"> • Complete hands-on activities related to each of the 16 career clusters to identify knowledge and skills (for example: a wax museum portraying different occupations from each cluster) • Interview people from each of the 16 career clusters. • Utilize guest speakers to share information about their careers. • Participate in face to face or virtual field trips to places of employment. • Use resources available on SD MyLife to explore clusters and careers (for example: business networks, career coach discussion boards, career information, etc.). 	
Three Strategic Thinking	CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters <i>Examples:</i> <ul style="list-style-type: none"> • Classify skills and knowledge addressed by career cluster pathways. • Identify local, national, global and virtual careers. • Identify skills related to customer service. 	

	<ul style="list-style-type: none"> List hospitality and tourism related careers in each pathway Use resources available on SD MyLife to explore clusters and careers (for example: business networks, career coach discussion boards, career information, etc.) 	
Three Strategic Thinking	<p>CE 1.3 Assess social, economic and technology influences on career choices</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Examine how gender role changes have influenced career choices Compare and contrast cost of living expenses with career choices Complete a budget using a salary amount based on a career of interest Use Internet-based websites for budgeting simulations or games (for example: spendster.org; jumpstart.org, SDMyLife.com) Create a timeline for a career of your choice to show the impact of technology on that career 	

Notes:

Indicator #CE 2 Evaluate transferable and employability skills in school, community and workplace settings.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	<p>CE 2.1 Investigate transferable and employability skills in school, community and workplace settings.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Interview school, community, and business leaders (face to face 	

	<p>or virtually) to gather information about knowledge and skills they use and require for their jobs.</p> <ul style="list-style-type: none"> • Brainstorm list of skills used in school, community and workplace to compare and contrast how skills are used. • Develop individual goals to improve skills that will become transferable for employability and future work (FCCLA Power of One). 	
Two Skill/ Concept	<p>C.2.2 Use volunteerism to develop transferable and employability skills</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Plan and implement a service project to improve your school or community (for example: use the FCCLA planning process to plan and implement). • Locate volunteer opportunities in the community related to personal skills and interests. • Invite local community members to discuss the importance of volunteerism and the importance and benefits of volunteering. 	
Four Extended Thinking	<p>C.2.3 Develop leadership and teamwork skills</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use leadership and teamwork assessment to determine personal strengths and weaknesses • Use the FCCLA planning process to plan a project to demonstrate leadership and teamwork skills • Guest speakers on the value of leaders and teamwork in their businesses 	

Notes:

Indicator # CE 3 Create a personal career plan.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	CE 3.1 Analyze assessment results to explore career cluster options. <i>Examples:</i> <ul style="list-style-type: none"> • Complete career assessments of interests, abilities and values, such as Career Matchmaker in SD MyLife. • Review and discuss results of career interest assessment related to career using pair share. • Develop a presentation describing a potential career choice connecting assessment results with career requirements. 	
Four Extended Thinking	CE 3.2 Develop a personal learning plan needed to achieve individual and career goals. <i>Examples:</i> <ul style="list-style-type: none"> • Formulate short and long term goals • Complete a scavenger hunt locating high school, postsecondary, and career requirements. • Create a personal learning plan to guide individual through high school and beyond. 	

Notes: