



**CTE Standards Unpacking**  
**Middle School Family and Consumer Sciences—Career Exploration**

**Course:** Middle School Family and Consumer Sciences—Career Exploration  
**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.  
**Career Cluster:** Education and Training  
**Prerequisites:** None  
**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.

<b>INDICATOR #CE 1: Analyze information about career opportunities to make informed career decisions.</b>		
<b>SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking):</b> Investigate the knowledge and skills associated within the sixteen career clusters.		
<b>SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking):</b> Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters		
<b>SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking):</b> Assess social, economic and technology influences on career choices		
<b>Knowledge (Factual):</b>  CTE Career Clusters Job Outlooks - Dept. of Ed website or similar resource  Employer expectations - guest speakers - research	<b>Understand (Conceptual):</b>  There are various career options within the 16 career clusters.  It is important to understand the skills and knowledge needed for individual careers within the 16 career clusters.  Technology, gender, social expectations and economics	<b>Skills (Application):</b>  Identify careers associated with the 16 career clusters  Identify local, national, global and virtual careers.  Discuss gender roles and how they influence career decision making.

	affect career options and choices.	Compare and contrast cost of living expenses with career choices
<p><b>Benchmarks</b>  <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Explore the 16 career clusters.</li> <li>• Describe the knowledge and skills needed for a career related to the Family and Consumer Sciences clusters.</li> <li>• Classify skills and knowledge addressed by career cluster pathways.</li> <li>• Examine the variety of careers in the global community.</li> <li>• Analyze the social, economic, and technological influences on career choices.</li> </ul>		
<b>Academic Connections</b>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <ol style="list-style-type: none"> <li>1. ELA Reading Standards for Informational Text: *RI.6-8: Indicators 1-5</li> <li>2. ELA Writing Standards: *W. 6-8: Indicators 1- 9</li> <li>3. ELA Speaking and Listening Standards: *SL. 6-8: Indicators 1-6</li> </ol> <p><a href="http://doe.sd.gov/octe/documents/ccELA_612.pdf">http://doe.sd.gov/octe/documents/ccELA_612.pdf</a></p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <ul style="list-style-type: none"> <li>- investigate/research careers related to the 16 career clusters</li> <li>- Narrative reflection on SD MyLife and the career clusters it describes</li> <li>- Interview and record results from interviews of guest speakers and professionals</li> <li>- paper/presentation/multimedia project on careers and pathways</li> <li>- paper/presentation/multimedia project on hospitality, tourism and customer service skills</li> <li>- Research paper/project or multimedia project on: <ul style="list-style-type: none"> <li>-gender roles and career choices</li> <li>- cost of living and career choices</li> </ul> </li> <li>- create monthly/yearly budget for projected salary of expected career</li> <li>- narrative reflection in skills needed for desired personal career or other careers</li> <li>- create a timeline of potential technology impacts on desired career</li> </ul>	

<p><b>INDICATOR #CE 2: Evaluate transferable and employability skills in school, community and workplace settings.</b></p>		
<p><b>SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking):</b> Investigate transferable and employability skills in school, community and workplace settings.</p>		
<p><b>SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):</b> Use volunteerism to develop transferable and employability skills</p>		
<p><b>SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking):</b> Develop leadership and teamwork skills</p>		
<p><b>Knowledge (Factual):</b></p> <p>Transferable skills and Employability skills</p> <ul style="list-style-type: none"> <li>- What are they?</li> </ul> <p>Career values, wants, and needs</p> <p>Goals of volunteerism</p> <p>Characteristics of good leaders.</p> <p>How to be a team player.</p>	<p><b>Understand (Conceptual):</b></p> <p>It is important to understand the transferable employability skills needed in the workplace.</p> <p>Volunteer opportunities help in developing career goals and skills.</p> <p>Demonstrating a working knowledge of individual leadership abilities and team building will transfer to employability skills.</p>	<p><b>Skills (Application):</b></p> <p>Brainstorm list of skills used in school, community and workplace.</p> <p>Locate volunteer opportunities in the community related to personal skills and interests.</p> <p>Practice leadership and teamwork skills through activities in the classroom and/or student organizations.</p>
<p><b>Benchmarks</b></p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Analyze the transferable and employability skills needed in school, community and workplace.</li> <li>• Assess personal career goals and the skills needed for career success.</li> <li>• Explain the benefits of volunteer opportunities for the development of employability skills.</li> <li>• Demonstrate leadership and teamwork skills.</li> </ul>		
<p><b>Academic Connections</b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p>	

<p>1. ELA Reading Standards for Informational Text: *RI.6-8: Indicators 1-5</p> <p>2. ELA Writing Standards: *W. 6-8: Indicators 1- 9</p> <p>3. ELA Speaking and Listening Standards: *SL. 6-8: Indicators 1-6</p> <p><a href="http://doe.sd.gov/octe/documents/ccELA 612.pdf">http://doe.sd.gov/octe/documents/ccELA 612.pdf</a></p>	<ul style="list-style-type: none"> <li>- narrative reflection in skills needed for desired personal career or other careers</li> <li>- written narrative describing employability skills already acquired and those needed for career choice</li> <li>- Create and implement a service project to improve the school or community. Assess, reflect and respond through writing or a multimedia presentation</li> <li>- Locate and engage in a service opportunity, reflect and assess through writing or multimedia presentation, possible use of FCCLA planning process</li> <li>- Research paper/project/multimedia presentation on: <ul style="list-style-type: none"> <li>-local community service projects and the people involved in them</li> <li>-leadership qualities</li> <li>-teamwork qualities</li> <li>- live presentation/skit demonstrating leadership and teamwork skills</li> </ul> </li> </ul>
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<p><b>INDICATOR #CE 3: Create a personal career plan.</b></p>		
<p><b>SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking):</b> Analyze assessment results to explore career cluster options.</p>		
<p><b>SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking):</b> Develop a personal learning plan needed to achieve individual and career goals.</p>		
<p><b>Knowledge (Factual):</b> Career Assessment(s) such as:</p> <ul style="list-style-type: none"> <li>- Career Matchmaker in SD MyLife</li> </ul> <p>Long term and Short</p>	<p><b>Understand (Conceptual):</b> Career planning is an important first step to achieving educational and career goals.</p>	<p><b>Skills (Application):</b> Complete a career assessment.  Compare and contrast assessment results with</p>

<p>term goals</p> <p>Skills needed for individual careers Classes and graduation requirements needed to accomplish career goals.</p>	<p>Career success is based upon a working knowledge of the skills needed to accomplish career goals . It is important to have the appropriate education and/or certification to achieve career goals.</p>	<p>current career vision.</p> <p>Identify short and long term goals related to careers.Critique personal results and goals to create a personal learning plan.</p>
<p><b>Benchmarks</b> <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> <li>• Interpret personal career assessment results in relation to interests, abilities and values.</li> <li>• Create a personal learning plan aimed at guiding through high school, post-secondary and beyond.</li> </ul>		
<p><b><i>Academic Connections</i></b></p>		
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>1. ELA Reading Standards for Informational Text: *RI.6-8: Indicators 1-5</p> <p>2. ELA Writing Standards: *W. 6-8: Indicators 1- 9</p> <p>3. ELA Speaking and Listening Standards: *SL. 6-8: Indicators 1-6</p> <p><a href="http://doe.sd.gov/octe/documents/ccELA_612.pdf">http://doe.sd.gov/octe/documents/ccELA_612.pdf</a></p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <ul style="list-style-type: none"> <li>- Reflect on personal results from SD MyLife</li> <li>- Create multimedia project on a specific career from SD MyLife results</li> <li>- Written paper on short term and long term goals to achieve desired career</li> <li>- Create/Write Personal Learning Plan to get through high school, post-secondary education and achieve desired career</li> </ul>	

**Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.



16 career clusters - <https://www.careertech.org/career-clusters>  
SDMyLife Career Matchmaker Assessment, resources and information on career clusters and pathways (for example: business networks, career coach discussion boards, career information, etc.) - [www.sdmylife.com](http://www.sdmylife.com)  
Guest speakers from various careers within the community  
budgeting simulations or games - [www.spendster.org](http://www.spendster.org); [www.jumpstart.org](http://www.jumpstart.org), [www.sdmylife.com](http://www.sdmylife.com)  
Interview personnel from the school, community, and business leaders (face to face or virtually)  
FCCLA Power of One  
FCCLA Planning Process  
Volunteer Opportunities within the community  
Personal Learning Plan documents or through [www.sdmylife.com](http://www.sdmylife.com)