

IDAHO FAMILY AND CONSUMER SCIENCES EDUCATION



**Idaho Division of
Professional-Technical
Education**

LIFE AND CAREER EXPLORATION

(Formerly Technology, Life and Careers)

Technical Report

Grades 7-9

ISEE Code 722061

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LIFE AND CAREER EXPLORATION **(Formerly Technology, Life and Careers)**

Course Description

This introductory course concentrates on classroom exploration of a wide variety of career options. Areas of study include: career interests, the world of work, and human relations. Students will deal with situations and issues relating to self, family, workplace, community and world. Knowledge and skills gained will help students expand life management skills to increase confidence and satisfaction at home, at school and in the community.

This experience introduces students to knowledge, basic skills and attitudes needed for any occupation and is an introduction to professional-technical education.

IMPORTANT INFORMATION

Delivery of the Life and Career Exploration Curriculum

It is recommended that where possible teachers collaborate and/or team-teach this curriculum. An active hands-on atmosphere where technology is used is the ideal setting for this experience. Work-based experiences such as job shadowing, career fairs and service learning would enhance this experience.

Teacher Qualifications

One teacher on the team of teachers providing instruction of this experience should be endorsed in Family and Consumer Sciences, Business Education or Technology Education. Other teachers on the team would be those who enjoy an active hands-on environment. It is highly recommended that teachers have some industry experience, such as an internship, to gain knowledge about career opportunities in a variety of occupations.

Length and Level of the Course

This experience is designed for the 7th, 8th or 9th grade. The length of this experience will vary with the activities and resources delivered by the team, generally one semester in length.

Recommended Resources – There is not a recommended textbook for life and career exploration. It is suggested that instructors use a wide variety of resource materials including videos, software, newspapers, magazines, simulations, journals, etc. Guest speakers representing many areas of business and industry will enhance course delivery.

Life and Career Exploration Activity/ Resource Guide, available for downloading from the Idaho Division of Professional-Technical Education <http://www.pte.state.id.us>

The Real Game, a Career Simulation Game for Middle School, grades 7-8. www.realgame.com

Idaho Career Clusters website –

www.pte.idaho.gov/Career_Guidance/Program_of_Study_Curriculum/Career_Clusters.html

Idaho Career Information System – (208) 334-3705; www.idahocis.org/home.htm

What Work Requires of Schools: A **SCANS Report** for America 2000

Idaho Department of Labor -

<http://labor.idaho.gov/dnn/Default.aspx?alias=labor.idaho.gov/dnn/idl>

CURRICULUM FRAMEWORK

PROGRAM AREAS: Family & Consumer Sciences
Business Education, Technology Education
IDAHO DIV OF PROFESSIONAL-TECHNICAL EDUCATION Revised: 2011

EFFECTIVE DATE: January 2012
PROGRAM TITLE: Life and Careers Exploration
ISEE CODE NUMBER: 722061

I. MAJOR CONCEPTS/CONTENT:

The purpose of this course is to introduce students to a wide variety of occupations in all career clusters. The content includes, but is not limited to the basic knowledge, skills, and attitudes for success in all occupations. Students will explore career interests, the world of work, human relations skills, health and safety issues, technology and process skills.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students have an opportunity to observe or volunteer in a variety of work settings. Example: community tours, job shadow or interview opportunities.

III. SPECIAL NOTES:

Students who complete this course are better prepared to develop a four-year parent-approved student learning plan. Student organization membership and activities are a highly recommended part of this course.

IV. [FAMILY AND CONSUMER SCIENCES EDUCATION NATIONAL STANDARDS:](#)

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.
- 7.0 Synthesize knowledge, skills, and practices required for careers in family and community services
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

V. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

- Explore Career Interests
- Explore the World of Work
- Explore the 6 Super Clusters
- Explore Human Relations Skills
- Explore Technology

SUGGESTED SCOPE AND SEQUENCE

Life and Career Exploration

Careers

(1/2 of coursework time)

- I. **Explore Career Interests**
 - A. Identify Career Interests
 - B. Gather Career Information
 - C. Develop a Career Exploration Plan

- II. **Explore the World of Work**
 - A. Examine Work Related to Individuals and Society
 - B. Explain How Businesses Operate
 - C. Practice the Characteristics of Valued Workers
 - D. Practice the Job Application Process

- III. **Explore the 6 Idaho Super Clusters**
 - A. Examine careers in the Agriculture and Natural Resource Cluster
 - B. Examine careers in the Business and Management Cluster
 - C. Examine careers in the Engineering and Industrial Systems Cluster
 - D. Examine careers in the Arts and Communication Cluster
 - E. Examine careers in the Health Science Cluster
 - F. Examine careers in the Human Resources Cluster

Life

(1/4 of coursework time)

- IV. **Explore Human Relations Skills**
 - A. Practice Communication Skills
 - B. Practice Relationship Skills
 - C. Practice Teamwork

Technology

(1/4 of coursework time)

- V. **Explore Technology Use in the Workplace**
 - A. Examine the Implications of Technology on careers
 - B. Perform Computer Technology Skills
 - C. Explore the Use of Technology

CURRICULUM FRAMEWORK

Life and Career Exploration

1.0 Content Standard: EXPLORE CAREER INTERESTS

1.01 Competency: IDENTIFY CAREER INTERESTS

PERFORMANCE INDICATORS:

1. Define job, occupation and career
2. Describe work attitude and readiness
3. Explore interests, strengths, and aptitudes related to career choices
4. Describe personal needs and wants related to career decisions
5. Describe work environment preferences
6. Identify factors that influence career choices

1.02 Competency: GATHER CAREER INFORMATION

PERFORMANCE INDICATORS:

1. Identify sources of career information
2. Describe employment trends
3. Identify high and low demand occupations in Idaho/U.S.
4. Explain reasons for changing occupational demand
5. Explore requirements of workers in variety of occupations
6. Describe skills and requirements of entrepreneurs

1.03 Competency: DEVELOP A CAREER EXPLORATION PLAN

PERFORMANCE INDICATORS:

1. Identify short and long-term career goals (create a 4 year plan)
2. Explore high school courses and programs
3. Explore extracurricular activities related to career choice
4. Identify ways to gain work experience
5. Explore education and training after high school

2.0 Content Standard: EXPLORE THE WORLD OF WORK

2.01 Competency: EXAMINE WORK RELATED TO INDIVIDUALS AND SOCIETY

PERFORMANCE INDICATORS:

1. Define work
2. Explain reason that people work
3. Describe work ethics, attitude, and behavior
4. Describe the contributions of workers to society
5. Compare various work environments
6. Compare health and safety risks of different careers
7. Explain financial independence and dependence
8. Describe equal employment opportunity
9. Explain how change relates to the world of work
10. Examine the laws related to child labor

2.02 Competency: PRACTICE THE CHARACTERISTICS OF VALUED WORKERS

PERFORMANCE INDICATORS:

1. Identify and practice characteristics desired by employers
2. Describe leadership skills
3. Explain roles in the workplace
4. Describe appropriate workplace appearance and behaviors
5. Practice initiative and organizational skills
6. Identify responsibilities at home, school and community
7. Explain the importance of balancing work and personal life
8. Explain transferable skills

2.03 Competency: PRACTICE THE JOB APPLICATION PROCESS

PERFORMANCE INDICATORS:

1. Describe the job application process
2. Explain information requested on a job application
3. Practice the job application process
4. Identify ways to handle rejection
5. Practice interview questions

3.0 Content Standard: EXPLORE EACH OF THE SIX IDAHO SUPER CLUSTERS

3.01 Competency: EXAMINE CAREERS IN THE AGRICULTURE AND NATURAL RESOURCE CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Agriculture and Natural Resource Career Cluster
2. Examine the skills and education involved in careers within this cluster
3. Describe jobs related to this career cluster that are available to students at each level of education. (Jr. High, High School, Post-secondary)

3.02 Competency: EXAMINE CAREERS IN THE BUSINESS AND MANAGEMENT CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Business and Management Career Cluster
2. Describe what management of a business involves
3. Describe the skills and education involved in careers within this cluster
4. Describe functions of business in a global society

3.03 Competency: EXAMINE CAREERS IN THE ENGINEERING AND INDUSTRIAL SYSTEMS CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Engineering and industrial System Cluster Career Cluster
2. Examine the skills and education involved in careers within this cluster
3. Describe jobs related to this career cluster that are available to students at each level of education. (Jr. High, High School, Post-secondary)

3.04 Competency: EXAMINE CAREERS IN THE ARTS AND COMMUNICATION CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Arts and Communication Career Cluster
2. Examine the skills and education involved in careers within this cluster
3. Describe jobs related to this career cluster that are available to students at each level of education. (Jr. High, High School, Post-secondary)

3.05 Competency: EXAMINE CAREERS IN THE HEALTH SCIENCE CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Health Science Career Cluster
2. Examine the skills and education involved in careers within this cluster
3. Describe jobs related to this career cluster that are available to students at each level of education. (Jr. High, High School, Post-secondary)

3.06 Competency: EXAMINE CAREERS IN THE HUMAN RESOURCES CLUSTER

PERFORMANCE INDICATORS:

1. Identify the careers included in the Human Resources Cluster Career Cluster
2. Examine the skills involved in careers within this cluster
3. Describe jobs related to this career cluster that are available to students at each level of education. (Jr. High, High School, Post-secondary)

3.07 Competency: EXAMINE CAREERS INVOLVING MULTIPLE CLUSTERS

PERFORMANCE INDICATORS:

1. Identify careers involving the combination of two or more clusters.

4.0 Content Standard: EXPLORE HUMAN RELATIONS SKILLS

4.01 Competency: PRACTICE COMMUNICATION SKILLS

PERFORMANCE INDICATORS:

1. Identify methods of verbal and non-verbal communication
2. Practice listening skills
3. Explain formal and informal speech
4. Demonstrate communication techniques

4.02 Competency: PRACTICE WORK PLACE SKILLS

PERFORMANCE INDICATORS:

1. Describe hierarchy of employment positions in a variety of work situations
2. Explain the importance of understanding different cultures in the workplace
3. Demonstrate social skills through interaction with others
4. Describe ways to organize information to be successful in a future career

4.03 Competency: PRACTICE TEAMWORK

PERFORMANCE INDICATORS:

1. Define teams and teamwork
2. Explain methods of forming effective teams
3. Explain the benefits of working in teams
4. Identify characteristics of successful teams
5. Describe roles and responsibilities of team members
6. Identify causes of conflict in the workplace
7. Describe conflict resolution techniques in the workplace

5.0 Content Standard: EXPLORE TECHNOLOGY USE IN THE WORKPLACE

5.01 Competency: EXAMINE THE IMPLICATIONS OF TECHNOLOGY IN THE WORKPLACE

PERFORMANCE INDICATORS:

1. Define technology
2. Describe the continuum of technology
3. Explain positive and negative impacts of technology
4. Explore social and ethical impacts of technology

5.02 Competency: PERFORM COMPUTER TECHNOLOGY SKILLS

PERFORMANCE INDICATORS:

1. Demonstrate computer skills such as keyboarding, word/data processing tasks, graphics tasks
2. Practice presenting material incorporating different technology
3. Demonstrate the use of technology in researching