Kansas CTE

Career and Life Planning (2010): Grades 9, 10, 11, 12

Adopted 2010

Evaluate management practices related to human, economic and environmental resources. (FCS1.0 & FCS2.0)

2.1 Analyze strategies to balance multiple roles and responsibilities (individual, family, and career).

- 2.1.1 Compare and contrast occupations that fit individual interests and personal life goals (i.e. interest survey results). 2.1.1
- 2.1.2 Research, and evaluate information to set SMART personal and family goals. . 2.1.2
- 2.1.3 Apply fundamental knowledge of cost benefits related to personal and family goal achievement. 2.1.3
- 2.1.4 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals. 2.1.4
- 2.1.5 Analyze the effects of social, economic, and technological change on work and family dynamics (i.e. dual career families, work at home trends, job splits, gender roles). 2.1.5
- 2.1.6 Analyze ways that individual career plans can affect the family's capacity to meet goals for other family members. 2.1.6
- 2.1.7 Predict potential impact of career path decisions on balancing work and family responsibilities. 2.1.7
- 2.1.8 Identify community and human resources for meeting individual and family needs (i.e. personal knowledge, non-profit agencies, educational institutions,). 2.1.8
- 2.1.9 Practice solving real-world problems related to career /life goal setting and life balance. (i.e. meal planning, family budgeting, daily work juggling). 2.1.9

2.2 Enhance job application and retention.

- 2.2.1 Analyze career choices to determine the knowledge, skills, and personality traits associated with each career 2.2.1
- 2.2.2 Practice public speaking skills to build personal confidence and enhance employability. 2.2.2
- 2.2.3 Demonstrate job seeking skills 2.2.3
- 2.2.4 Analyze strategies for job retention, addressing job performance weaknesses and how to leave a job appropriately. 2.2.4

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2.2.5 Assess health, wellness, and work safety considerations of the worker in a variety of careers. 2.2.5

2.2.6 Analyze the impact of an individual's career decision on personal goals, relationships, financial benefit, and the impact on the national and global community (.as in picking one field over another). 2.2.6

2.2.7 Demonstrate teamwork and leadership skills in family, school, and community settings (e.g. FCCLA experience). 2.2.7

2.2.8 Demonstrate respect for others regardless of age, gender, socio-economic or culture. 2.2.8

2.3 Enhance career readiness through practicing appropriate skills in classroom, community and family situations.

2.3.1 Demonstrate appropriate communication skills (verbal, listening, and writing skills) to communicate clearly 2.3.1

2.3.2 Practice appropriate social skills, manners, and etiquette in a variety of settings. 2.3.2

2.3.3 Identify common tasks that require individuals to use problem-solving skills 2.3.4

2.3.4 Apply problem-solving and critical thinking skills to address personal, professional and/or community settings. 2.3.5

2.3.5 Create ideas, proposals, and solutions to overcome barriers to personal goal achievement. 2.3.6

2.3.7 Use math and science (as appropriate) principles when addressing career and life goals. 2.3.7

2.3.8 Evaluate career portfolios (electronic or physical) to learn how to document knowledge, skills, and experiences. 2.3.8

2.3.9 Establish a personal portfolio (electronic or hard copy) to begin to document personal achievements and experiences 2.3.9

2.3.10 Use technology appropriately to access, manage and/or create career information (i.e. practice internet ethics, avoid identify theft) 2.3.10

2.3.11 Critique the physical and social environment to reduce conflict and promote safety in family and community settings 2.3.11

2.3.12 Identify personal rights and responsibilities as an employee and how to address violations. 2.3.12

2.4 Demonstrate personal and family resource decision making to meet personal and family goals across the lifespan. (NASAFACS 2.6) 2.4

2.4.1 Analyze the components and purpose of having a personal and family financial plan. 2.4.1

2.4.2 Investigate how education, income, career and life decision impact setting and achieving financial goals. 2.4.2

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2.4.3 Practice time management, organizational and process skills to prioritize tasks and achieve short term goals. 2.4.3

2.4.4 Analyze how individuals and families make choices to satisfy basic needs and wants. 2.4.4

2.4.5 Apply consumer skills for providing and maintaining clothing, transportation and recreation needs of individuals and their families. 2.4.5

2.5 Evaluate the effects of technology on personal and family resources in a global context. (NASAFACS 2.4) 2.5

2.5.1 Explore the types of technology (i.e. software, apps) that can affect personal and family decision making. 2.5.1

2.5.2 Investigate how media and technological advances influence personal and family decisions. 2.5.2

2.5.3 Explore how technology impacts jobs and personal opportunities for advancement. 2.5.3