

# 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

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## **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](#)
- 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](#)

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### **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

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### **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
- 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

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**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