

B.E. Publishing
Title Submitted: Career Explorations

INTRODUCTION TO CAREER CLUSTERS
ACTIVITY/COURSE CODE: 2830

COURSE DESCRIPTION:

This course is designed to provide middle schools with a course in which students are introduced to career possibilities in the sixteen national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to post-secondary education and the workplace. Students will learn skills needed for success in college and careers with relevance to academic standards. This course is exposure to help each student gain an understanding of careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8th grade.

REQUIREMENTS: Access to the Internet; computer labs preferred

CREDIT(S): n/a

CERTIFICATION TO TEACH THE COURSE:

Career and technology education (CATE) licensed teacher with completion of CDF course or middle-level licensed teacher with completion of CDF course.

NOTE: Beginning with the 2015-16 school year, CATE licensed or middle-level licensed teacher with completion of CDF course is required.

RESOURCES:

Goodheart-Willcox Publisher
Discovering Careers, 8th edition

National Geographic Learning, Inc. (Cengage Learning)
Investigating your Career, 3rd edition

Pearson Education, Inc., publishing as Prentice Hall
Exploring Careers for the 21st Century, 2nd edition

SIXTEEN NATIONALLY RECOGNIZED CAREER CLUSTERS:

Agriculture, Food and Natural Resources
Architecture & Construction
Arts, A/V Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration

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Health Science
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Math
Transportation, Distribution & Logistics

CAREER AND TECHNOLOGY STUDENT ORGANIZATIONS:

Business Professionals of America (BPA) is for students enrolled in business, finance, marketing, and technology programs that directly relate to the Business Management and Administration Career Cluster. www.bpa.org

DECA International is an association for high school students studying marketing, management, and entrepreneurship in the Marketing Career Cluster. www.deca.org

Future Business Leaders of America (FBLA) is for students enrolled in business-related courses. FBLA is a valuable program within the business curriculum. www.scfbla.org

Family, Careers, and Community Leaders of America (FCCLA) is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education. www.fcclainc.org

The National FFA Organization (FFA) makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. www.ffa.org

HOSA is a student organization whose mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. www.hosa.org

SkillsUSA is a partnership of students, teachers, and industry working to ensure America has a skilled workforce by preparing students for careers in trade, technical, and skilled service occupations. www.skillsusa.org

The Technology Student Association (TSA), the only student organization devoted exclusively to the needs of middle and high school students interested in technology, is supported by educators, parents and business leaders who believe in the need for a technologically literate society. www.tsaweb.org

Educators Rising is an organization transforming how America develops aspiring teachers. Starting with high school students, Educators Rising provides passionate young people with hands-on training experience, sustains their interest in the profession, and helps each cultivate skills needed to be a successful educator. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference- not only in the lives of their students, but also in the

field of teaching more broadly. www.educatorsrising.org

WEB SITES:

Below is a collection of websites to utilize for exploration of careers, post-secondary institutions, work based learning opportunities, career planning and assessments, job and economic outlook, business/industry workforce demand, as well as, preparing each student to be college and career ready.

www.careers.org

www.careertech.org

www.careeronestop.org

<http://knowitall.org/subject/career-education>

<http://www.sccango.org/>

<http://www.microburstlearning.com/>

www.bls.gov/k12

www.scois.net

<http://scdiscus.org/job-career-resources>

<http://fcg.infobase.com.scsl.idm.oclc.org/default.asp>

<http://www.culinary-careers.org/culinary-information.html>

http://starchefs.com/cooking_school_finder/html/

<http://www.culinary-institutes.com/>

Culinary Arts and Food Science Career Guide. <http://www.khake.com/page30.html>

Culinary Arts Schools - Culinary Arts Careers

<http://www.educationcenteronline.org/Culinary-Arts/index.html>

Lesson plans with links on careers to explore: <http://42explore.com/careers.htm>

There are hundreds of ways to make a living in the Military, and many of these careers provide the training and experience needed for a rewarding second career in the private sector.

www.todaymilitary.com

NASA Quest – Women of NASA - This site was developed to encourage more young women to pursue careers in math, science, and technology. <http://quest.arc.nasa.gov/about/index.html>

<http://women.nasa.gov/>

GreenBiz Group's mission is to provide clear, concise, accurate, and balanced information, resources, and learning opportunities to help companies of all sizes and sectors integrate environmental responsibility into their operations in a manner that supports profitable business practices. www.greenBiz.com

O*Net On Line - This large database provides information on occupations by title, Dictionary of Occupational Title code, or job families. <http://www.onetonline.org/>

Occupational Outlook Handbook - Published by the US Bureau of Labor Statistics (BLS), the Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. <http://www.bls.gov/ooh/>

S.C.'s own Career Information Delivery system (SCOIS) provides accurate and up-to-date

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educational and career information to S.C. schools and other sites. www.scois.net

IWITTS- National Institute for Women in Trades, Technology and Science. www.iwitts.org

SC Work-Based Learning Manual: <http://ed.sc.gov/instruction/career-and-technology-education/career-guidance/work-based-learning/>

Introduction to Career Clusters

UNIT A: Explore the role of work and careers.

1. Define career vs. job.
 - Ch. 1, pg. 5: “Jobs and Careers”
2. Identify why people work.
 - Ch. 1, pg. 4: “Why Work”
3. Analyze the expanding role of technology in the workplace.
 - Ch. 7, pg. 96-108: “Technology in the Workplace”; “Email in the Workplace”; “Social Media in the Workplace”; “Ethics of Workplace Technology”; Project 7.3 pg. 113 “Researching Workplace Applications” Project 7.1, “Marketing with Social Media”

UNIT B: Identify employability and career ready skill sets that promote success in the workplace.

1. Investigate life and career characteristics (such as integrity, punctuality, self-direction, global perspective, etc.) that are needed to obtain and retain a job.
 - Ch. 6, pg. 78-94: “What are Employability Skills”; “Demonstrating Employability Skills”; “Time Management”; “Working in Professional Groups”; “Diversity in the Workplace”; “Acquiring Employability Skills”; “Getting the Most from a Work-based Learning Experience”; Ch. 6 “Read and Write”
2. Explain the importance of interpersonal relationship skills and teamwork in the workplace.
 - Ch. 8, pg. 116-132: “Teams in the Workplace”; “Types of Professional Groups”; “Teamwork and Collaboration”; “Team-building Strategies”; “Leadership”; Ch. 8 “Read and Write”, Ch. 6 “Working with Professional Groups” pg. 85-86
3. Define professional and workplace etiquette.
 - Ch. 5 pg. 71-72, “Types of language”
4. Interpret assessment of personal interests, aptitudes, learning styles, work values, multiple intelligences personality and abilities as they relate to personal goal setting and the career decision-making process.
 - Ch. 2, pg. 18-24: “Factors in Choosing a Career”; “Assessing Your Interests and Personality” Ch. 2, Project 2.1 “Assessing Your Skills and

Personality” Project 2.2 “Completing an Interest Inventory”

5. Identify advantages and disadvantages of social media.

- Ch. 5, pg. 73-74: “Common Professional Documents” Ch. 7, pg. 104-108: “Social Media in the Workplace”; “Ethics of Workplace Technology” Ch.7 Project 7.1 “Marketing with Social Media”; Ch. 11, pg. 167-173 “Personal Branding”; “Your Career Portfolio”; Ch. 11, Project 11.3 “Building Your LinkedIn Profile”

UNIT C: Make connections to entrepreneurship practices and financial literacy as it relates to the world of work.

1. Describe the characteristics exhibited by effective leadership roles in the workplace.

- Ch. 8, pg. 124-130: “Leadership”; “Professional Development” Ch. 8. Project 8.1 “Investigating Leadership Traits”

2. Explain the importance of financial planning.

- Ch. 14, pg. 215-226 “Cash Flow”; “Budgeting Basics”; Ch. 14 “Read and Write”; Project 14.1 “Creating a Monthly Budget”; Ch. 15, pg. 228-144 “Benefits of Saving”; “Savings Plan”; “Saving and Investing Strategies”; “Savings Options”; “The Importance of Credit”; “Sources of Credit”; “Types of Credit”; “5 Cs of Creditworthiness”; “Credit Score and Report”; “Managing Debt” Ch. 14, “Read and Write” Project 15.1 “Comparing Credit Options” Project 15.2 “Using Credit Responsibly” Project 15.3 “Understanding Savings Strategies”

UNIT D: Examine nontraditional careers and equal opportunities

1. Define and explore nontraditional careers within various career clusters.

- Not addressed

2. Define and explore the diversity of work in our global economy.

- Ch. 6, pg. 86-88: “Diversity in the Workplace”; Project 6.3 “Analyzing Workplace Diversity”

UNIT E: Identify and explore career opportunities in each of the 16 nationally recognized career clusters. The student will be able to complete the following for each of the 16 career clusters as outlined below:

1. Identify the pathways in each career cluster and careers in each pathway.

- Ch. 1, pg. 6-7 “Career Clusters”

2. Describe the variety of workplace environment(s) that employ individuals within each career cluster.

- Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.

3. Describe the variety of tasks performed by individuals who have careers within each

career cluster.

- Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.
4. List the skills, abilities, and talents needed for careers within each career cluster.
 - Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.
 5. Identify multiple levels of training and education required for certification and/or credentialing for the various career opportunities within each career cluster.
 - Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.
 6. Research a career within each career cluster and present findings to class.
 - Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.
 7. Apply math, science and reading skills in the completion of a project, presentation or activity related to each career cluster.
 - Teachers can expand on the “Career Spotlight” activity and require students to present their findings.
 8. Investigate opportunities for developing leadership skills and expanding career knowledge and skills through Career and Technical Student Organizations (CTSOs) available in each career cluster.
 - Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.

UNIT F: Develop a brief career portfolio to include items required by the teacher.

1. Choose an occupation related to a career inventory or assessment.
 - Ch. 2. Project 2.2 “Completing an Interest Inventory”; Ch. 3, pg. 43 Project 3.1 “Choosing Your Top 3 Careers”; Project 3.2 “Creating an Action Plan”; Project 3.3, “Identifying Your Career Goals”
2. Develop a synopsis of education requirements and skills needed in the chosen occupation.
 - Ch. 4, pg. 45-60, “Career Requirements”; “Training and Education”; “Costs Associated with Education”; “Paying for Education”; “Achieving Academic Success”; “Education and Training While in School”; “Read and Write” Student reflects on what they have learned in the chapter by writing an essay about how to pursue the education and training required for the career they are interested in.
3. Identify available course options that support the selected occupation.
 - Each chapter includes a “Career Spotlight” section where students first read about careers within each career cluster. The type of information presented in this section are Required Skills, Education and Training, Average Annual Salary, and Classes, Activities, and Organizations associated with each career. Students are then required to research a specific career of their choice within that cluster and write an essay about what they have learned.
4. Summarize available work-based learning opportunities for the chosen occupation.
 - Ch. 6, pg. 95 Project 6.1 “Pursuing Your Dream Internship”; Project 6.2 “Conducting an Informational Interview”
5. Include other items for the portfolio as required by the teacher.
 - Across a series of hands-on computer applications projects concluding each chapter, students are tasked to research career topics and create a variety of professional documents, such as a resume, cover letter, interest inventory, personal budget, and more. These projects not only challenge students to use their skills in word processing, spreadsheets, presentations, and other key workplace applications to reflect on what they have learned, but will also form the basis of a complete career portfolio showcasing their work, personal brand, and abilities to potential employers.