



Recommended 8th Grade Curriculum Framework

Content: BUSINESS/MARKETING – Grade 8						
Topic: Career Cluster Research (Weeks 3-4)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>Core Content</p> <p>4.1.1 People work to provide for their wants (e.g., entertainment, hobbies, brand-name clothing/shoes) and needs (e.g., food, clothing shelter) and often for personal satisfaction (e.g., self-worth)</p> <p>4.1.2 Work (e.g., manufacturing, individual construction, health care, food services) is important to society because it provides necessary goods and services for individuals and groups.</p>	<p>Academic Expectation – Program of Studies</p> <p>AE 2.14, 2.17, 5.4 POS – Define world of work vocabulary; explain concepts relating to the world of work.</p> <p>AE 1.12 POS- Reinforce basic skills in human relations and in both written and oral communication including customer relations.</p> <p>AE 1.9, 1.10, 1.12 POS – Apply communication skills within the technical content.</p>		<ul style="list-style-type: none"> ◇ Read textbook – Chapter 2 – “Thinking About Work” ◇ Discuss job vs. career. ◇ Students look up predictions for “hot jobs”. ◇ Discuss the changing environment of work – think of jobs that no longer exist... Brainstorm jobs that might exist in ten years. ◇ Read textbook – Chapter 3 – “Researching Careers” ◇ Introduce the concept 	<ul style="list-style-type: none"> ◇ Textbook <i>Exploring Careers</i> – Chapters 2 & 3 ◇ Computers with Internet access ◇ Computers with Microsoft Word, PowerPoint and/or Publisher ◇ Computer w/ overhead projection system (to project final presentations) ◇ Poster board, markers, clip art, glue, tape, etc. ◇ Junior Achievement Volunteer ◇ Guest speakers from various career clusters to share information about their career with the students. 	<ul style="list-style-type: none"> ◇ Differentiate by product – students will create culminating product from career cluster research. Students may select variety of products... poster, brochure, PowerPoint presentation, MS Publisher brochure, or other upon agreement with student and teacher. 	<ul style="list-style-type: none"> ◇ Students read textbook. Class discussion after silent reading. ◇ Students may choose writing emphasis in culminating product.... Brochure would involve most writing.



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<p>4.1.3 Jobs and careers opportunities (e.g., manufacturing, business/industry, food services, natural resources, entertainment) vary within and among communities and global regions based, in part, on available resources.</p> <p>4.1.4 New jobs and careers emerge and others are deleted due to the needs of society (e.g., increased need for nursing home care due to people living longer; day care due to more people working).</p> <p>4.2.3 There are</p>	<p>AE 2.17, 2.33 POS – Develop decision making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.</p> <p>AE 1.12, 4.0, 6.2 POS – Utilize activities of FBLA as an integral component of course content and leadership development.</p>		<p>of career clusters. Using the Internet, visit the web site www.careerclusters.org</p> <ul style="list-style-type: none"> ◇ Group project to research career clusters and individual jobs within cluster. ◇ Students self-select group to work with. Teacher will randomly assign each group a specific career cluster. ◇ Using information from career clusters, students research and report on Pathways to career, choose individual careers within career cluster and address questions on page 51 in textbook. ◇ As a group, create one product to share 			



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<p>resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.</p> <p>4.4.1 Certain academic skills (e.g., communication, research, math, science) are important to specific jobs or careers.</p> <p>4.4.2 The use of various types of technology (e.g., work processing, internet access) has increased, continues to change, and has an impact in the workplace.</p>			<p>information about the career cluster to the class.</p> <ul style="list-style-type: none"> ◇ Guest speaker to present information to class about their career. 			



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<p>4.4.3 Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.)</p>						