



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> | | | | | | |