

Career Connections

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Organizer:

What do I need to know when selecting a career that would be personally satisfying?

Essential Questions:

1. How do I adapt to a changing career world?
2. How much education and training is required?
3. What are the potential earnings of possible careers?
4. How do my interests and hobbies help determine my future career choice?
5. What careers make a good fit with my personal abilities?

Academic Expectations and Demonstrators

Primary

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- Use a variety of research tools and evaluate the effectiveness of each relevant to a specific need or problem.
 - Question to obtain information on a specific need or problem.
- 2.36 Students use strategies for choosing and preparing for career.
- Assess personal strengths, interests, and abilities.
 - Analyze the relationship between educational achievement and career opportunities.
 - Explore career options in different occupational clusters and geographic areas.
- 2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.
- Analyze and practice employability attributes valued by employers.
 - Evaluate work ethics of self.

Secondary

- 1.1 Students make sense of the variety of materials they read.
- 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Core Content

(all for AE 2.38)

PL-M-4.1.1 Symptoms and causes of mental illnesses (e.g., depression, anxiety) vary with the individual.

PL-M-4.1.2 There are consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual

PL-M-4.1.3 Jobs and career 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.

PL-M-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).

PL-M-4.2.1 Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair).

PL-M-4.2.2 Jobs and careers differ in ways that match a person's interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work environment).

PL-M-4.2.3 There are resources (e.g., Internet, government publications, newspapers magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.

PL-M-4.2.4 There are various postsecondary options available (e.g., technical or vocational schools, 2-year college, 4-year college, apprenticeship, military service).

PL-M-4.3.1 Opportunities for individual success are enhanced by identifying weak or negative work habits and making changes for improvement.

PL-M-4.3.2 The work habits and work ethics (e.g., cooperation, respect, time, management, team/individual responsibilities) of an individual can impact the success of a group.

PL-M-4.4.1 Certain academic skills (e.g., communication, research, math, science) are important to specific jobs or careers.

PL-M-4.4.2 The use of various types of technology (e.g., word processing, Internet access) has increased, continues to change, and has an impact on the workplace.

PL-M-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.

PL-M-4.5.1 A resume (a summary of a person's educational background, job experience, and qualifications) is an important component in a portfolio.

PL-M-4.5.2 The following communication skills are important when seeking a job/career:

- Business letter writing
- Nonverbal communication skills (e.g., body language, facial expressions, posture, dress)
- Verbal skills
- Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer).

Culminating Evaluation

1. **Each career cluster group** will make a presentation for a video to be shown to all students. Students will be provided with a graphic organizer to guide note taking on each cluster. These notes will assist students in the writing of their reflective piece.

Presentation Suggestions:

Brochure

Book

Power Point

2. **Each student** will write a reflective piece addressing the organizing question: What do I need to know when selecting a career that would be personally satisfying?

Discrete Learnings

Skills:

1. Power Point
2. Excel
3. Microsoft Publisher
4. Internet searching
5. Public speaking
6. Goal setting

Knowledge:

1. Learn about careers
2. Learn about themselves (Interest Inventory Test)

Processes/Approaches:

1. Writing process
2. Personal interaction
3. Research process

Career Connections Rubric

Career Connections Rubric						
		Entry Level 1		Employee 2		Administrator 3
Group Product Choose one: *Power Point *Brochure *Book	Content	Describes 1-2 job examples. Includes: Description of career cluster, education and training, Salary Range (graph), and personal factors		Describes 3-4 job examples. Includes: Description of career cluster, education and training, Salary Range (graph), and personal factors		Describes 5 or more examples. Includes: Description of career cluster, education and training, Salary Range (graph), and personal factors
	Appearance	Unclear and difficult to read		Can be read but either no contrast or too busy		Presentation is clear/easy to see. Uses effective color contrast
		Handwritten		Word Processed		Word Processed plus graphics
	Grammar	Numerous errors.		Mostly correct		All punctuation & capitalization is correct.
Group Presentation	Participation	1 group member delivers presentation		Some members deliver presentation.		All members deliver presentation.
	Communication	Voice is clearly heard.		Voice is clearly heard. Maintains eye contact with audience.		Voice is clearly heard. Uses appropriate tone. Maintains eye contact and uses appropriate facial expressions.
Individual Reflection	Grammar	Numerous errors.		Mostly correct		All punctuation & capitalization is correct.
	Content	Identifies a career from a cluster. Includes one reason why it would be personally satisfying		Identifies a career from a cluster. Includes two reasons why it would be personally satisfying.		Identifies a career from a cluster. Includes 3 or more reasons why it would be personally satisfying.

March/April, 2001

Mon	Tues	Wed	Thurs	Fri
			Day 1 15 Unit Pre- writing (LA)	16
Day 2 19 *Field Trip *8 th period all classes: Discuss/ Define clusters, take notes	Day 3 20 *Assign clusters - rubric (SCI, SS) *Brainstorming- Prewriting for research of presentation	Day 4 21 *Research in Lab & Lib (SCI, SS) *View Video (Rdg) *Research & graphing in room (almanac, other printed material) (MATH)	Day 5 22 *Research in Lab & Lib (SCI, SS) *Research & graphing in room (almanac, other printed material) (MATH)	Day 6 23 *Research in Lab & Lib (SCI, SS) *View Video (Rdg) *Research & graphing in room (almanac, other printed material) (MATH)
Day 7 26 *Work on presentation (Math computer lab- graphs)	Day 8 27 *Work on presentation (brochure, power point, book) (SCI, SS) *Literacy in the Workplace (Rdg)	Day 9 28 *Work on presentation (brochure, power point, book) (SCI, SS) *View Video (Rdg)	Day 10 29 *Video tape presentations (SCI, SS) (<i>Make-ups</i> brochure, power point, book) (SCI, SS)	Day 11 30 *Video tape presentations (SCI, SS)
Day 12 2 Watch Video - 2/ 3 period	Day 13 3 Reflective Writing (LA)	Day 14 4 Reflective Writing (LA)	5 xxxxxx	6

Lesson Plans

Day 1

March 15, 2001

Language Arts (Writing)

- Goal
 - SWBAT use writing to express their current hopes and expectations for a future career.
- Activities
 - As a free writing journal entry the student will respond to the "sponge" question of the day.
 - Completed responses are filed for later use for a comparison reflective activity.

Day 2

March 19, 2001

All Core Content

- Goal
 - Take an inventory test on the field trip, which identifies student's likes and dislikes.
- Activity
 - Tour Central Kentucky Technical College.
 - Eighth period, discuss **the organizer**.
 - Students formulate **essential questions**
 - Define 14 clusters.
 - Note taking.
- Resources
 - Field trip
 - Handout of 14 Kentucky Career clusters
www.kde.state.ky.us/osis/voced/CAREERMA.asp

Day 3

March 20, 2001

Science and Social Studies

- Goal
 - Student understanding of the requirements of unit
 - Student will formulate keywords relative to the task.
- Activity
 - Review **the organizer**.

- Discuss rubric
- Evaluate formulated **essential questions** based on the rubric.
- Finalize **essential questions**.
- Assign clusters
- Formulate search words/questions for their assigned clusters.
- Resources
 - Rubric handout

Math

- Goal
 - Students will research and collect 10 job salaries
- Activity
 - Teacher will give students hand-out and explain task to record 10 job salaries to be used in day 6 activity.
- Resource
 - Teacher-made hand-out.

Language Arts (Writing)

- Goal
 - SWBAT write a resume to communicate to future employers his/her job qualifications.
- Activity
 - Define "resume" and explain its purpose.
 - Present examples
 - Students compose their personal resume.

Day 4,5,6

March 21,22,23, 2001

Science and Social Studies

- Goal
 - Students will find information about the assigned clusters as defined in the rubric.
- Activity
 - Research using print and non-print materials in the library and computer lab.
 - Students will collect data for 10 job salaries.
- Resources
 - KYVL
 - Websites
 - Reference books, materials

Day 4,5

March 21, 22, 2001

Math

- Goal
 - Students will develop a pencil/paper graph using information from almanac.
- Activity
 - Use almanacs to collect career information for graphing.
 - Rough draft graph on paper.
 - Complete final copy of pencil/paper graph.
- Resources
 - Almanac

Day 6

March 23, 2001

Math

- Goal
 - Students will use researched information on their cluster to design a graph on salaries.
- Activity
 - Use information on cluster to construct a bar or circle graph using pencil/paper.
- Resources
 - Students use information currently in their folders.

Day 7

March 26, 2001

Math

- Goal
 - Students will develop an electronic graph with data used for day 6 graph.
- Activity
 - Construct graph using Excel.
- Resource
 - Microsoft Excel

Day 8,9

March 27,28, 2001

Science and Social Studies

- Goal
 - Students will complete group product.

- Activity
 - Decide on group product.
 - Create product.
- Resources
 - Microsoft Power Point or Publisher or Word.
 - Materials from student folders.

Day 10 & 11

March 29, 30, 2001

Science and Social Studies

- Goal & Activity
 - Students will present student product.

Day 12

April 2, 2001

Science and Social Studies

- Goal & Activity
 - Students will view video of products of take notes.

Day 13 & 14

April 3 & 4, 2001

Science and Social Studies

- Goal & Activity
 - Students will write a transactive piece describing the career that would be personally satisfying to them.
- Resources
 - Student's folder and notes.

Day 13

April 3, 2001

Language Arts (Writing)

- Goal
 - SWBAT write a personal essay based on their current desire and expectations for a future career.
- Activity
 - Student review prewriting from Day 1.
 - Outline what is required in their paper.
 - Student prewrite and draft.

Career Connections

[The 14 Career Cluster Descriptions](#) This site will help you find descriptions of each cluster. Some descriptions will help you with searching keywords.

Use these searching sites along with your keywords to find information.

[Kids Click](#)

[Ask Jeeves for Kids](#)

[Searchopolis](#)

[Yahooligans](#)

[Kentucky Virtual Library](#) Choose For K-12 Students > Middle School Students > Select the source of VOCATIONAL SEARCH only in order to search articles published in magazines.



REMEMBER!



If you use the search box

- **Narrow your search:**
 - **Connect keywords with AND**
 - **Connect keywords with NOT**
- **Broaden your search**
 - **Connect keywords with OR**
 - *** will get many keywords. Example: FISH* = fishing, fishes, fisherman**

If you use the directory subject, you can focus your topic until you find a list of websites that may help you.

Still haven't found what you need? Try these sites

[Occupational Outlook Handbook](#)

[Job Star California](#)

[Planning a Career](#)