

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
Health Science
Hospitality & Tourism
Human Services
Information Technology

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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.todaysmilitary.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 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.
2. Identify why people work.
3. Analyze the expanding role of technology in the workplace.

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.
2. Explain the importance of interpersonal relationship skills and teamwork in the workplace.
3. Define professional and workplace etiquette.
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.
4. Identify advantages and disadvantages of social media.

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.
2. Explain the importance of financial planning.

UNIT D: Examine nontraditional careers and equal opportunities

1. Define and explore nontraditional careers within various career clusters.
2. Define and explore the diversity of work in our global economy.

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.
2. Describe the variety of workplace environment(s) that employ individuals within each career cluster.
3. Describe the variety of tasks performed by individuals who have careers within each career cluster.
4. List the skills, abilities, and talents needed for careers within each career cluster.
5. Identify multiple levels of training and education required for certification and/or credentialing for the various career opportunities within each career cluster.
6. Research a career within each career cluster and present findings to class.
7. Apply math, science and reading skills in the completion of a project, presentation or activity related to each career cluster.
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.

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.
2. Develop a synopsis of education requirements and skills needed in the chosen occupation.
3. Identify available course options that support the selected occupation.
4. Summarize available work-based learning opportunities for the chosen occupation.
4. Include other items for the portfolio as required by the teacher.