

Louisiana Believes

# Journey to Careers

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## *Journey to Careers Course Goals*

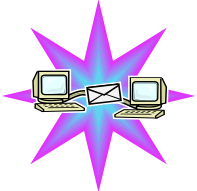




Students who participate in the *Journey to Careers* course will:

- Explore and understand the framework of the **Louisiana Career Education Model (LCE)**;
- Understand the **Foundation Knowledge and Skills (FKS)** and how they apply to each cluster for educational and career success;
- Express the purpose of, develop, and use components of the **Individual Graduation Plan (IGP) in an online counseling system, currently Louisiana Connect**
- Participate in **career exploration** activities;
- Access and utilize different types of **career information**;
- Recognize the variety of **post-secondary options** available;
- Explore, understand, and practice “soft skills” that contribute to successful employment;
- Explore, understand, and apply personal finance concepts and skills.

## *Journey to Careers Course Objectives*

1. Students will explore and understand the framework of the **Louisiana Career Education (LCE)** model.
  - 1.1. Students will be able to differentiate between career fields, career clusters™, and areas of concentration/career pathways on the LCE model.
  - 1.2. Students will be able to identify compositions of career clusters and the relationship to the career field and to areas of concentration/career pathways.
  - 1.3. Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters.
2. Students will understand **Foundation Knowledge and Skills** and how they apply to each cluster as well as to educational and career success.
  - 2.1. Students will be able to make connections between personal strengths/interests, skills, values, and careers.
  - 2.2. Students will be able to define, identify, and demonstrate the Foundation Knowledge and Skills.
  - 2.3. Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living.
  - 2.4. Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
3. Students will express the purpose of, as well as, develop and use components of the **Individual Graduation Plan (IGP) using an online counseling system, currently Louisiana Connect.**
  - 3.1. Students will be able to understand the purpose of an IGP.
  - 3.2. Students will be able to use information gathered from the career field/cluster model, Foundation Knowledge and Skills, career exploration, and goal setting to develop an IGP.
  - 3.3. Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes.
  - 3.4. Students will be able to follow the Individual Graduation Plan when registering for classes.
4. Students will participate in **Career Exploration** activities.
  - 4.1. Students will be able to list and understand a variety of extended school-based and community-based learning options to explore careers.
  - 4.2. Students will be able to participate in a career exploration activity involving a professional contact (which must include job shadowing).
5. Students will access and utilize different types of **Career Information.**
  - 5.1. Students will be able to utilize technology to access career information.
  - 5.2. Students will be able to utilize printed material to access career information.
  - 5.3. Students will be able to talk to employers/employees to access career resources.
6. Students will recognize the variety of **Post-secondary Options** available.
  - 6.1. Students will identify, compare and contrast post-secondary education options (cost, prerequisites, time required).
  - 6.2. Students will identify post-secondary options in relationship to the career clusters.
  - 6.3. Students will complete a community service project.

7. Students will express the purpose of, as well as, be able to apply financial mathematics concepts
  - 7.1 Students will develop a personal budget based upon their career choice.
  - 7.2 Students will maintain simulated bank accounts.
  - 7.3 Students will complete basic state and federal income tax forms.

Icon Guide	
Icon	Purpose
	<p><b>Logon to the website identified in the lesson, including Louisiana Connect located at</b>  <a href="https://louisianaconnect.org/">https://louisianaconnect.org/</a></p>
	<p><b>Talking Points</b>            *Information by the microphone includes factual information for teachers to share with students or to use as discussion starters.</p>
	<p><b>Foundation Knowledge and Skills</b>            *Make a point to reference the Foundation Knowledge and Skills circle in the center of the Louisiana Career Education (LCE) Model.</p>
	<p><b>Career Cluster™ Connection</b>            *Make a point to show students explicitly how careers can overlap one or more cluster areas.</p>
	<p><b>Student Notebook</b>            *This activity should be done in the student notebook, which serves as a place for students to process and record evidence of their learning throughout the course.</p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessment	Journey to Careers Toolbox
<b>Introducing the Louisiana Career Education Model and Career Clusters™</b>			
<p><b>Introduction to Career Exploration: Welcome Career Explorers (Pages 13 – 20)</b> Students <b>learn</b> why career exploration is important, <b>plan</b> their personal “career roadmap,” <b>research</b> careers, and <b>distinguish</b> between a job and a career.</p>	<ul style="list-style-type: none"> <li>•Poster Board</li> <li>•Markers</li> <li>•Old magazines</li> <li>•Copies of handouts</li> <li>•Computer Applications</li> <li>•Rubric</li> </ul>	<p><i>Journey to Careers Pre-Assessment</i></p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>•<a href="#">Journey to Careers Pre-Assessment</a></li> <li>•<a href="#">Journey to Careers Pre-Assessment (KEY)</a></li> </ul> <p><b>Instructional Strategies:</b> <a href="#">Creative Grouping Strategies</a></p>
<p><b>Introduction to Louisiana Career Education Model: Piecing Together the Cluster Model (Pages 21 – 32)</b> Students <b>investigate</b> the differences among Foundation Knowledge and Skills, career fields, career clusters, and career pathways/areas of concentration.</p>	<ul style="list-style-type: none"> <li>•LCE Poster</li> <li>•Foundation Knowledge and Skills</li> <li>•Career fields cards</li> <li>•Career clusters cards</li> </ul>		<p><b>Clusters™:</b> <a href="#">LCE document for poster</a></p> <p><b>Web Resources:</b> <a href="#">Web Resources</a></p>
<p><b>Career Cluster Model Word Map— Supplemental Introductory Activity (Pages 33 – 35)</b> Students <b>codify</b> the key descriptions and definitions of a career cluster and career pathway/areas of concentration.</p>	<ul style="list-style-type: none"> <li>•“Career Cluster Model Word Map” activity sheet</li> </ul>		<p><b>Career Clusters™:</b> <a href="#">LCE document for poster</a></p> <p><b>Web Resources:</b> <a href="#">Web Resources</a></p>
<p><b>FKS Lesson/Self- Assessment (Louisiana Connect) (Pages 36 – 39)</b> Students <b>describe</b> Foundations Knowledge and Skills (FKS) and <b>evaluate</b> interests, skills and values using self-assessments in Louisiana Connect.</p>	<ul style="list-style-type: none"> <li>•Louisiana Connect Website</li> <li>•Louisiana Connect Student Activation Flyer</li> <li>•Copies of handouts</li> </ul>	<p>Soft Skills Quiz</p>	<p><b>Interest Surveys and Assessments:</b> <a href="#">Soft Skills Quiz</a></p>
<p><b>Interest Test (Pages 40 - 43)</b> Students <b>examine</b> the concept of interest testing and how the use of such assessments assists the student with <b>identifying</b> and <b>narrowing</b> their career cluster areas of interest.</p>	<ul style="list-style-type: none"> <li>•Instructions for completing the “The Get to Know Myself” assessment</li> </ul>	<p>Getting to Know Myself: Skills Assessment</p>	<p><b>Interest Surveys and Assessments:</b> <a href="#">Career Clusters™ Survey</a></p>
<p><b>Ignition: Digital Literacy and Responsibility™ (Online)</b> Students <b>deepen</b> their understanding of digital literacy and responsibility. This Internet-based program is incorporated into the beginning of the course to support student technology use and to emphasize importance of connecting with 21<sup>st</sup> century learning theme of digital proficiency. The platform’s design empowers students with skills to leverage technology safely and effectively.</p>	<ul style="list-style-type: none"> <li>•Internet</li> <li>•Ignition Account Access</li> <li>•Access codes for students</li> </ul>	<p>Digital Literacy Certification</p>	<p><b>Ignition/EverFi:</b> <a href="#">Overview</a> <a href="#">Quick Start Guide</a></p>



Exploring Career Clusters™			
<p><b>Agriculture, Food, and Natural Resources: Mission APA: Agricultural Pizza Adventure (Pages 44 – 54)</b> Students <b>learn</b> about the diversity of this career cluster by <b>examining</b> the scope of the industry and <b>exploring</b> the variety of career pathways and career specialties associated with the cluster.</p>	<ul style="list-style-type: none"> <li>•Paper</li> <li>•Markers</li> <li>•Assorted small boxes</li> <li>•Pizza boxes</li> <li>•Course Catalog for high school or community/technical college</li> </ul>		<p><b>Assessments:</b> <a href="#">Oral Presentation Rubric</a> <a href="#">Assessing Student Learning</a> <a href="#">Rubric Template</a></p>
<p><b>Arts, Audio/Visual Technology and Communication: Explore the Arts! (Pages 56 – 73)</b> Students <b>research</b> the career cluster while <b>learning</b> key concepts related to <b>exploring</b> careers through use of community resources such as an exploratory interview, job shadowing, internship, apprenticeship, service learning, mentoring, and cooperative programs.</p>	<ul style="list-style-type: none"> <li>•Copies of handouts</li> <li>•Paper</li> <li>•Internet access</li> <li>•Projector</li> <li>•LCE model</li> <li>•Note cards</li> <li>•Rubric</li> </ul>		
<p><b>Information Technology: “Back to the Future” (Pages 74 – 81)</b> Students <b>investigate</b> the role of technology in society, the Information Technology career cluster and career pathways, and entrance requirements for post-secondary options. Students <b>assess</b> their current skill level in information technology application.</p>	<ul style="list-style-type: none"> <li>•Copies of handouts</li> <li>•Internet access</li> <li>•Presentation software (PowerPoint, Prezi, Animoto, etc.)</li> </ul>		
<p><b>Transportation, Distribution, and Logistics: How Do I Want To Travel (Pages 82 – 88)</b> Students <b>examine</b> the career cluster by <b>researching</b> different types of transportation and <b>designing</b> their own mode of transportation.</p>	<ul style="list-style-type: none"> <li>•Internet access</li> <li>•Paper</li> <li>•White board/chalk board/ Flip Chart</li> <li>•Poster paper</li> <li>•Systems Model Poster</li> </ul>		<p>Posters: <a href="#">Universal Systems Model Poster</a></p>
<p><b>Architecture and Construction: Habitat for Humanity House Presentation (Pages 89 – 98)</b> Students <b>apply</b> architectural processes to design and <b>build</b> a home to scale.</p>	<ul style="list-style-type: none"> <li>•Graph paper</li> <li>•2” strips of cardboard</li> <li>•X-acto knife</li> <li>•Hot glue gun and glue sticks</li> <li>•Poster board</li> <li>•Cutting surface</li> <li>•“Reflection” activity sheet</li> <li>•Rubric</li> </ul>		

Exploring Career Clusters™			
<p><b>Manufacturing: <i>What is the DOT?</i></b> (Pages 99 – 104) Students <b>explore</b> careers pathways and careers specialties in the career cluster, <b>identify</b> Foundation Knowledge and Skills needed in this cluster, <b>prepare</b> resources helpful in researching career information, and <b>practice</b> working on a project team.</p>	<ul style="list-style-type: none"> <li>•Career Education chart</li> <li>•Checks-list “What skills”....</li> <li>•Activity sheet with resources</li> <li>•Louisiana Connect website</li> <li>•Rubric</li> </ul>		
<p><b>Science, Technology, Engineering and Math: <i>Designing with S.T.E.M.</i></b> (Pages 105 – 111) Students <b>receive</b> information on the design process, its components, and its relationship to other problem solving processes. After <b>implementing</b> the design process, students <b>relate</b> that process to careers in the Science, Technology, Engineering, and Mathematics (STEM) cluster.</p>	<ul style="list-style-type: none"> <li>•15 textbooks (variety of any type)</li> <li>•Tape</li> <li>•Scissors</li> <li>•Papers</li> <li>•Internet access</li> <li>•Copies of handout</li> <li>•Oral presentation Rubric</li> </ul>		<p><b>Assessments:</b> <a href="#">Oral Presentation Rubric</a></p>
<p><b>Health Science: <i>What’s my “role”?</i></b> (Pages 112 – 116) Students <b>research</b> the Health Science career cluster, <b>review</b> Foundation Knowledge and Skills, <b>investigate</b> career opportunities in the Health Science cluster, and <b>create</b> a presentation describing Foundation Knowledge and Skills required in this career cluster.</p>	<ul style="list-style-type: none"> <li>•LCE poster</li> <li>•Louisiana Connect website</li> <li>•List of school organizations</li> <li>•List of career clusters</li> <li>•School organization sponsors/officers</li> <li>•List of questions</li> </ul>		<p>Posters: <a href="#">Louisiana Career Education Model</a></p>
<p><b>Law, Public Safety and Security: <i>What’s Right? What’s Wrong?</i></b> (Pages 117 – 128) Students <b>define</b> ethics and legal responsibilities, <b>analyze</b> examples of positive and negative behaviors on the job and the impact of those behaviors., <b>review</b> values assessment, and <b>explore</b> the Law, Public Safety and Security career cluster.</p>	<ul style="list-style-type: none"> <li>•Copies of activity sheets</li> <li>•Index cards</li> <li>•Multiple copies of telephone books</li> <li>•Internet access</li> <li>•Old magazines</li> <li>•Poster board or construction paper</li> <li>•Glue</li> <li>•Markers</li> <li>•Paper Tape</li> </ul>	<p>Getting To Know Myself: Values Assessment</p>	
<p><b>Government and Public Administration (GandPA): <i>“There Ought to Be a Law”</i></b> (Pages 129 – 141) Students <b>research</b> Career Pathways, career specialties, including the military, and <b>apply</b> Foundation, Knowledge and Skills, specifically Employability and Career Development associated with this cluster.</p>	<ul style="list-style-type: none"> <li>•List of government officials</li> <li>•Internet access</li> <li>•Copies of activity sheets</li> <li>•Louisiana Connect website</li> </ul>	<p>Modified Skills Assessment for Government and Public Administration Cluster</p>	

Exploring Career Clusters™			
<p><b>Human Needs: Met Through the Human Services Cluster (Pages 142 – 150)</b> Students <b>explore</b> career pathways and career specialties associated with the Human Services career cluster and <b>identify</b> the human needs that the career pathways meet.</p>	<ul style="list-style-type: none"> <li>•Multiple telephone books</li> <li>•Copies of all activity sheets</li> <li>•Internet access</li> <li>•multiple presentation software applications (Prezi, Animoto, etc)</li> </ul>		
<p><b>Education: Looking Beyond the Classroom (Pages 151 – 156)</b> Students <b>learn</b> about the Education and Training career cluster and <b>apply</b> teamwork and critical thinking to gather information and complete a course project.</p>	<ul style="list-style-type: none"> <li>•Copies of activity sheet</li> <li>•Internet access</li> <li>•Rubric</li> </ul>		<p><b>Posters:</b> <a href="#">Louisiana Career Education Model</a></p>
<p><b>Marketing, Sales, Service: Exploring My “Market” (Pages 157 – 162)</b> Students <b>utilize</b> the LCE model to identify careers pathways and career specialties, <b>discover</b> a variety of extended learning opportunities within the school and their community, and <b>identify</b> the Foundation of Knowledge and Skills necessary in the Marketing career cluster.</p>	<ul style="list-style-type: none"> <li>•LCE Poster</li> <li>•List of school organizations</li> <li>•List of numerous Professional community business resources</li> <li>•List of career clusters</li> <li>•Interview questions</li> <li>•Louisiana Connect Website: Individual Graduation Plan (IGP)</li> </ul>		<p><b>Posters:</b> <a href="#">Louisiana Career Education Model</a></p>
<p><b>Business, Management, and Administration: Takin’ Care of Business: (Pages 163 – 172)</b> Students <b>study</b> essential business functions, <b>evaluate</b> how business uses these functions for efficient production, and <b>identify</b> relationship between these functions and the Foundation Knowledge and Skills concepts of safety, health, and the environment in this cluster.</p>	<ul style="list-style-type: none"> <li>•LCE poster</li> <li>•Articles on safety, health, and environment</li> <li>•Journal prompt</li> <li>•Advertisement examples</li> <li>•Internet access</li> <li>•Projector</li> <li>•Copies of speaker handouts.</li> </ul>	Are You a Potential Entrepreneur?	<p><b>Posters:</b> <a href="#">Louisiana Career Education Model</a></p>
<p><b>Hospitality and Tourism: Vacation Time! (Pages 173 – 177)</b> Students <b>examine</b> the processes and skills associated with the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services.</p>	<ul style="list-style-type: none"> <li>•Art supplies</li> <li>•Old magazines</li> <li>•Sample travel brochures</li> <li>•List of hospitality &amp; tourism businesses in community</li> <li>•Multiple software applications (Publisher, Word, etc)</li> </ul>		
<p><b>Finance: Show Me the Money! (Pages 178 – 182)</b> Students <b>explore</b> how trends are an integral part of the Finance career cluster and <b>apply</b> learning about trends to researching career pathways and career specialties of this career cluster.</p>	<ul style="list-style-type: none"> <li>•Louisiana Connect Website</li> <li>•Occupational Outlook Handbook</li> <li>•3 x 5 note cards</li> <li>•Copies of activity sheets</li> </ul>		

Planning for College and Career			
<p><b>Individual Graduation Plan (IGP)</b> <b>(Pages 183 – 199)</b> Students <b>use</b> Louisiana Connect to review and revise their IGP to reflect their career pathways research and planning for academic and career goals.</p>	<ul style="list-style-type: none"> <li>•Louisiana Connect</li> <li>•High school graduation Requirements</li> <li>•College admission requirements</li> <li>•Plans of Study</li> <li>•School course catalogs</li> <li>•Copies of activity sheets/ handouts</li> </ul>		
<p><b>Where Do I Go From Here</b> <b>(Pages 200 – 201)</b> Students <b>complete</b> a personal portfolio for reference as continue planning through high school and college.</p>	<ul style="list-style-type: none"> <li>•Colored paper (8 ½ x 11)</li> <li>•Markers</li> <li>•Colored pencils</li> <li>•Louisiana Connect</li> </ul>		
<p><b>Personal Finance; Having a Job; Receiving a Paycheck</b> (Pages 202 – 209) Students <b>analyze</b> and <b>compute</b> personal income and expenses related to academic and career goals.</p>	<ul style="list-style-type: none"> <li>•Handouts</li> <li>•Louisiana Connect</li> <li>•EverFi</li> </ul>		
<p><b>Lifestyle Cost</b> (Pages 210– 215) Students <b>plan</b> a personal budget to support career and lifestyle choices.</p>	<ul style="list-style-type: none"> <li>•Louisiana Connect</li> <li>•Newspapers</li> <li>•Real estate guides</li> <li>•Handouts</li> <li>•Calculators</li> </ul>		
<p><b>Individual Income Tax</b> <b>(Pages 216 – 217)</b> Student’s <b>complete</b> basic state and federal income tax forms using budget plan developed to support academic and career goals.</p>	<ul style="list-style-type: none"> <li>•Internet</li> <li>•Handouts</li> <li>•Calculators</li> <li>•Personal budget</li> <li>•Career specific salary information</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Journey to Careers Post-Assessment</a></li> <li>• <a href="#">Journey to Careers Post-Assessment (KEY)</a></li> </ul>
<p><b>EverFi (Online)</b> Students <b>expand</b> their knowledge of personal finances through nine (9) financial literacy modules. This Internet-based program may be utilized if the instructor has completed the required training.</p>	<ul style="list-style-type: none"> <li>•Internet</li> </ul>		<p><b>Ever:</b></p> <ul style="list-style-type: none"> <li><a href="#">Overview</a></li> <li><a href="#">Quick Start Guide</a></li> </ul>
Resources for Use Throughout the Course			
<ul style="list-style-type: none"> <li>• <b>Student Notebook Description (Page 218)</b></li> <li>• <b>Foundation Knowledge and Skills – LA Career Fields/Cluster Model (Pages 219 – 220)</b></li> <li>• <b>Guidelines for Career Guest Speakers (Page 221)</b></li> <li>• <b>Suggested Outline for Career Presentations (Page 222)</b></li> <li>• <b>Guest Speaker Notes (Page 223)</b></li> <li>• <b>Guest Thank You Letter Guidelines/Assignment (Page 224)</b></li> <li>• <b>Burning Questions (Page 225)</b></li> <li>• <b>Glossary (Page 226 +)</b></li> </ul>			

**Lesson Title:** Exploring Careers!

**Career Cluster:** N/A

**Foundation Knowledge and Skills:** Career Development / Communication

**Career Concepts:** N/A

**Summary:** This is a foundation, introductory lesson for the course. Students **learn** why career exploration is important, **plan** their personal “career roadmap,” **research** careers, and **distinguish** between a job and a career.

**Course Objectives**

- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.3 Students will be able to talk to employers/employees to access career resources.

**Lesson Objectives**

**Students will:**

- describe why career exploration is important and enjoyable;
- describe the scope of career options;
- distinguish between a job and a career.

**Time:** Four class periods

**Required Materials:** Poster board, markers, old magazines that can be cut from, copies of “The Roadmap of My Life” activity sheet, copies of “Career Drive-In” activity sheet, computer lab with Internet access to <https://louisianaconnect.org/>

**Optional Resources:** N/A

**Guest Presenters (optional)**

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of career exploration.
- Speakers should be knowledgeable about career opportunities.
- Speakers should be able to discuss the difference between jobs and careers.
- Suggestions for speakers: Extension educator, veterinarian, police officer, school board member, etc. Speakers should be sent “Guidelines for Career Guest Speakers” found in the supporting document section.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

## Content and Teaching Strategies

### **Anticipatory Set**

Have students create a roadmap that represents where they are and where they want to go in life. Use “The Roadmap of My Life” activity sheet to help students segment their poster. It may be helpful to have students answer the questions on the activity sheet before the students complete the roadmap. As students work on their posters, you may create your own or speak with students about what they are including. If you are concerned about the last question regarding career areas, use this to lead into the next lesson on career clusters. (Optional Activity: students could also create their roadmaps using PowerPoint, Comic Life, Inspiration, Photoshop, or collages on the computer, etc.)

### **Lesson Components**

1. Describe why career exploration is important and fun.
  - a. Have students share their roadmaps with the class (or with a neighbor if time is running short). Explain that what they have just created is a roadmap that outlines where they are and what goals they have. They will use this roadmap through the class to see where it will take them. They may choose to change their maps at any time through the course since this is all about them! (It may be a good idea to look at roadmaps at the end of the course to see if students would make any changes. Keeping the roadmaps on display throughout the year can also be utilized as a teaching tool.)
  - b. Have a discussion with students about the importance of thinking about careers now rather than when they start high school. Ask students if they have talked about future jobs. If they have talked about jobs before, with whom have they talked?
  - c. Hang the posters up in the room. If space permits, leave them up for the course. Allow students to change their roadmaps when they feel it necessary throughout the course.
2. Describe the scope of career options.
  - a. Have students log-on to <http://www.bls.gov/ooh/> (Occupational Outlook Handbook). Students will select their top three (3) Occupational Groups of interest. Using the “Career Drive-in” activity sheet, have students find information about three unique careers that start with the letter of the alphabet that you assign them. Assign letters of the alphabet to the students depending on your classroom size. \*Be aware that certain letters contain only two listings, i.e., the letter J. (Option: Students choose the careers themselves.)
  - b. After ample time, have students highlight and describe to the class the career they were most surprised to see on the list. Discuss with students the variety of career options available and that they should be open to changing their “roadmaps” as they progress through the course.



- d. Explain what they have just completed was a “random” approach to career exploration. They have just chosen random careers and found out a little information about each. That approach is, unfortunately, how most people find careers. Explain to students there is a better way! This course is designed to take a look at careers from a different perspective which will better prepare you for life after high school.
  - e. **Note to the teacher:** This curriculum is designed to take eighth and ninth grade students to the **career cluster level**; rarely will students delve to the career specialty (job) level. The rationale is that going this deep too often will **limit** the careers that students are willing to explore. Emphasize to students they need to be open to career clusters they may not immediately associate with themselves.
3. Distinguish between a job and a career.
- a. **Preferred option:** Invite an engaging guest speaker or a panel of professionals to speak to the class. Attempt to find a qualified and interesting professional to speak on the topic of career vs. job. Provide the talking points listed below to the speaker(s). Have students write thank you notes to the speaker following the presentation.
  - b. **Alternative Option:** Write “Career” on one end of the board and “Job” on the other. Have all students stand and write one to three words under both headings that they associate with the respective words. When all are re-seated, review the words and start a discussion using these talking points.
    - Career is often thought of as long term.
    - Jobs are thought of just as a source of income.
    - Careers take into account a person’s life goals (refer to their roadmaps).
    - Jobs oftentimes do not offer significant advancement opportunities.
    - Careers can bring a sense of passion to your work.
    - Jobs can be considered a ‘means to an end,’ something you have to do to get something you want.
    - The root of the word job is an Old English word that means “lump.”
    - The root of career is from two French words meaning “car” and “street” (relate back to their roadmaps).



### **Lesson Closure**

Provide students with an overview of desired course outcomes. Students will talk about how careers are organized, explore the concept of career clusters, build their employability skills, focus their career options, and enjoy interactive, innovative class sessions.

**Foundation Knowledge and Skills Connection:** *Do this activity only if you have introduced the Foundation Knowledge and Skills (FKS) before this activity.*

The components of this lesson emphasize **career development and communication**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.



**Formative Assessment**

“The Roadmap of My Life” poster and “Career Drive-in” activity sheet can be assessed for completion. Students may also use their student notebook to write a reaction about the difference between a job and a career.



## The Roadmap of My Life...

Name \_\_\_\_\_

Date \_\_\_\_\_

Create a roadmap that contains all of the following about where you are and where you want to be in the future. You may draw pictures, use words, or cut out pictures from magazines to help you. Using the rubric, be creative and truly demonstrate who you are! Be prepared to share.

Include the following in your poster:

About you now:

- In which school subjects do you excel?
- In which subjects do you want to improve the most?
- In what activities are you involved at school and/or in the community?
- Who are two people to whom you can talk about what you want to do in the future? (Both cannot be your parents)
- What are you considering doing after you graduate from high school? (job, college, military, etc.)

About your future:

- Where do you want to live (state, region, and city)?
- In what size town/city do you want to live?
- What would be your preferred work schedule? (Nights, M-F, weekends, days, etc.)
- Which working environment do you prefer? (Indoors, outdoor, etc.)
- For whom do you want to work? (a company or yourself)
- How much money do you expect to make?
- In which career area or areas do you want to work? (business, teaching, construction, etc.)

## Career Drive-in!

<http://www.bls.gov/ooh/>

Name \_\_\_\_\_

Date \_\_\_\_\_

Find two - four careers for the letter(s) assigned to you by your teacher and find the most unique careers for the letter. Complete the table below.

Career Specialty:	
Description:	
Education Requirements:	
Income:	
Important Skills:	

Career Specialty:	
Description:	
Education Requirements:	
Income:	
Important Skills:	

Career Specialty:	
Description:	
Education Requirements:	
Income:	
Important Skills:	

Career Specialty:	
Description:	
Education Requirements:	
Income:	
Important Skills:	

## Road Map of My Life Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Category	Beginning (1 point)	Proficient (2 points)	Advanced (3 points)
Road Map of My Life Outline	Is attached	Is attached and 75% of the questions are answered	Is attached and 100% of the questions are answered
Responses to the outline	Are incomplete	Are sketchy and incomplete	Are thorough and complete
Road map includes	A timeline	A timeline	A timeline
If graphics are used	They are of poor quality and/ or inappropriate	They are of poor quality and add little to the understanding of the viewer	They are appropriate and assist the viewer with understanding the author's past and future
Road map	Provides little information about the author's vision and past	Provides a view to the author's future and past	Clearly illustrates the author's vision as well as the past
Layout	Is poorly planned	Is adequately planned	Is thoughtfully planned
Conventions	Extensive grammar and spelling errors	Some grammar and spelling error	Few grammar and spelling errors
<b>Points:</b>			

**Lesson Title:** Piecing Together the Cluster Model

**Cluster:** All sixteen clusters are addressed or introduced

**Foundation Knowledge and Skills:** Team Work, Problem Solving, Critical Thinking, Communication

**Career Concepts:** N/A

**Summary:** Students **investigate** the differences among Foundation Knowledge and Skills, career fields, career clusters, and career pathways/areas of concentration.

**Course Objectives**

1.1 Differentiate between career fields, clusters, and pathways on the Louisiana Career Education Model.

**Lesson Objectives**

**Students will:**

- identify the organizational structure of the Louisiana Career Education Model;
- illustrate the placement of career fields, clusters and the Foundation Knowledge and Skills;
- demonstrate the connection between career fields, clusters and the Foundation Knowledge and Skills;
- recognize the importance of understanding the organizational structure of the Louisiana Career Education Model.

**Time:** Three class periods

**Required Materials:** Louisiana Career Education Model PowerPoint (instructor creates), [Foundations Knowledge and Skills](#), career fields, career clusters, [glossary of terms](#), index cards with career specialties, and posters with career pathways

**Optional Resources:** In the supporting documents section, you will find an alternative lesson idea, "[Cluster Word Map](#)" which may be used to record information on each of the sixteen career clusters.

**Guest Presenters:** N/A

**Content and Teaching Strategies**

**Anticipatory Set**

Define Cluster. "Group of things put together because they are alike in some way."  
Guide students to come up with clusters with which they are familiar by giving

examples, such as, Saints, Dolphins, Cowboys, etc. =NFL football teams. Ask volunteers to suggest more clusters.

Give students five index cards. Instruct them to write the name of a cluster with which they are familiar on one side and the parts of the cluster on the reverse side. The objective is to stump the class. Students will take turns presenting their cluster by giving the components to see if others can guess the name of the cluster.

Now define “Career Clusters.” ([See Glossary](#))

### **Lesson Components**

1. Teacher should choose a career field. (i.e., Human Services and Resources)
  - a. Write the name of the specialty occupations on note cards/sticky notes.
  - b. Pass a note card/sticky note out to each student.
  - c. Students will group note cards/sticky notes into categories of similarity. These are called “**career specialties.**” ([See Glossary for definition](#))
  - d. Once the categories of similarities have been established, the concept of a “**career pathway**” ([See Glossary for definition](#)) can be discussed.
  - e. Have students place the groups of specialties cards/sticky notes on the Pathway posters representing the career pathway.
  - f. Hang the posters in the classroom.
  - g. After all specialties have been grouped under a pathway, have students discuss how each of the pathways might be related.
  - h. Have students place the posters under the heading “Cluster” written on the board by the teacher. Discuss the definition of “career cluster” ([See Glossary for definition](#))
  - i. Emphasize to students that this format-**specialty/pathway/cluster** will carry throughout the course.
  - j. List the specific Foundation, Knowledge and Skills on the board and engage the students in a dialogue about what Foundation, Knowledge and Skills they used to group the specialties, pathways and clusters. Emphasize that all specialties/pathways/clusters depend on a base set of FKS items, which will remain constant throughout the course.



### **Optional Activity**

To explore other cluster headings, students can log onto the <http://www.careertech.org> website and identify each of the sixteen cluster headings. Using technology, allow students to choose a song that represents each cluster. Using teamwork, ethics, etc., students can review the song lyrics and choose a song that captures the cluster concept. A mini-commercial can be created by each group with class time provided to share their end product.

***Lesson Closure***

Using a PowerPoint show a picture of the Louisiana Career Education Model to the students. Ask them to identify what section they represented in the poster activity. If all clusters were not represented, review the remaining clusters with the whole group.

***Foundation Knowledge and Skills Connection***

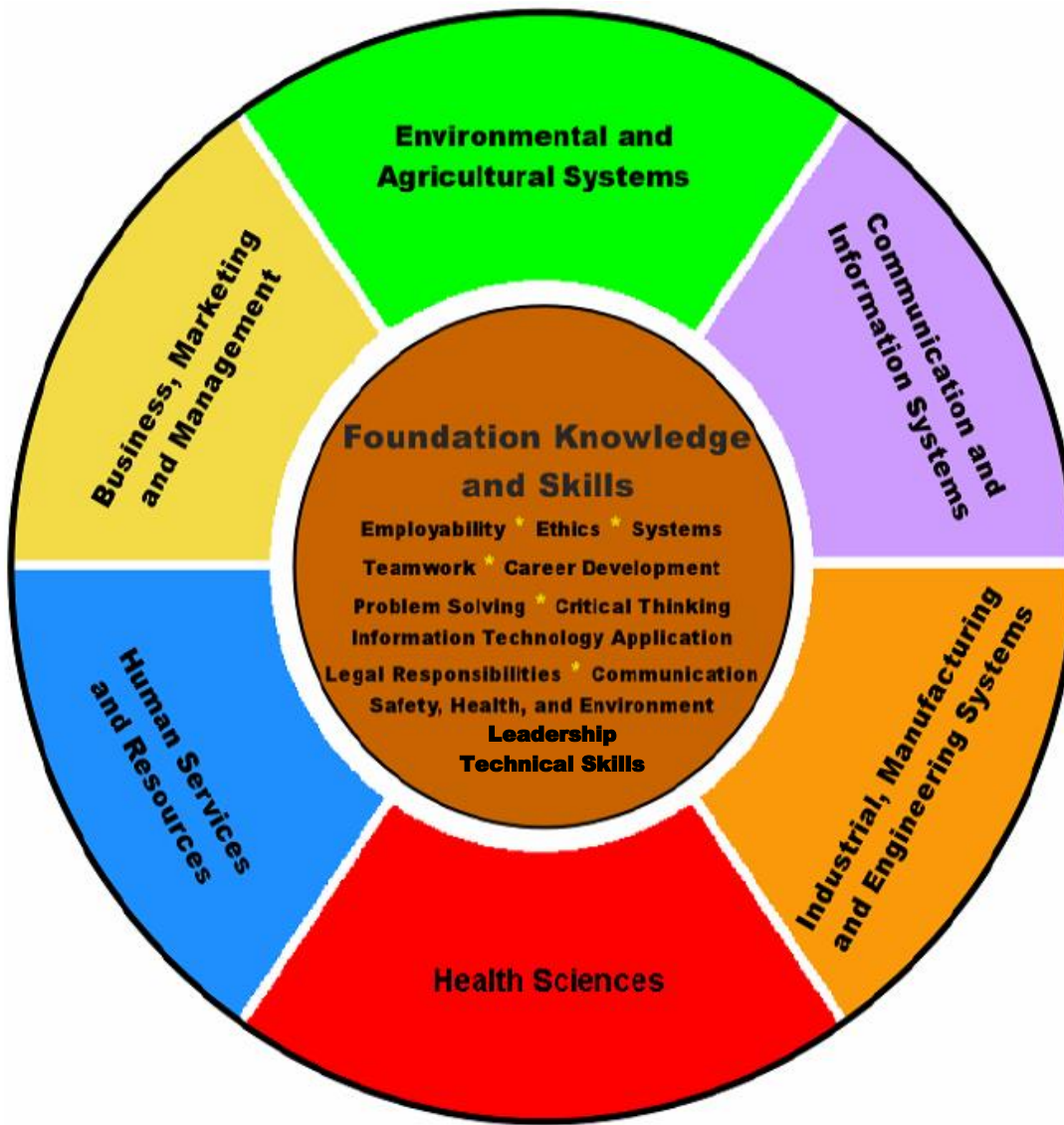
The components of this lesson emphasize **teamwork, problem solving, critical thinking and communication**. Choose one of the following activities to help students connect the activities with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school and work.

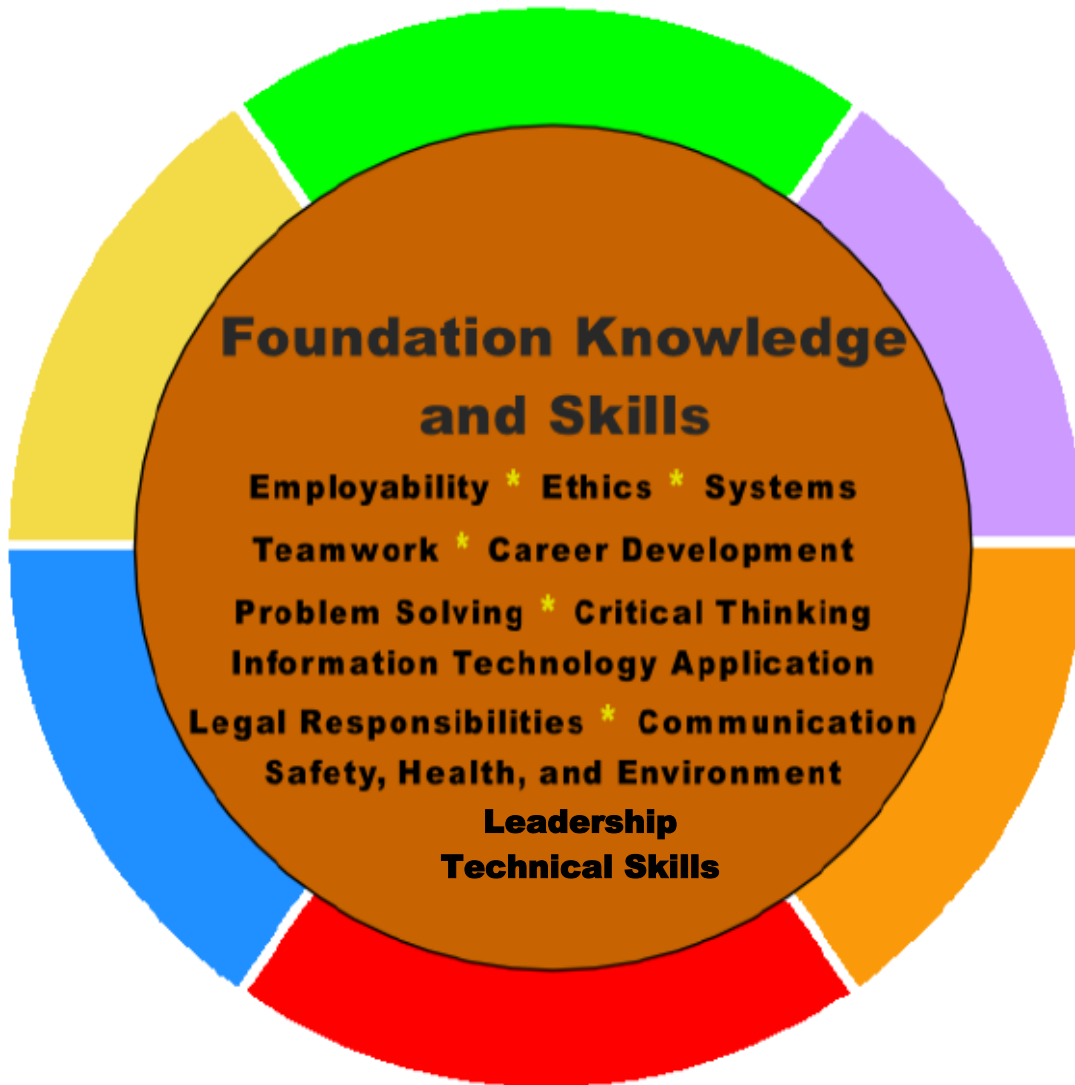
Have students use the model to identify FKS used during the activity.

***Formative Assessment***

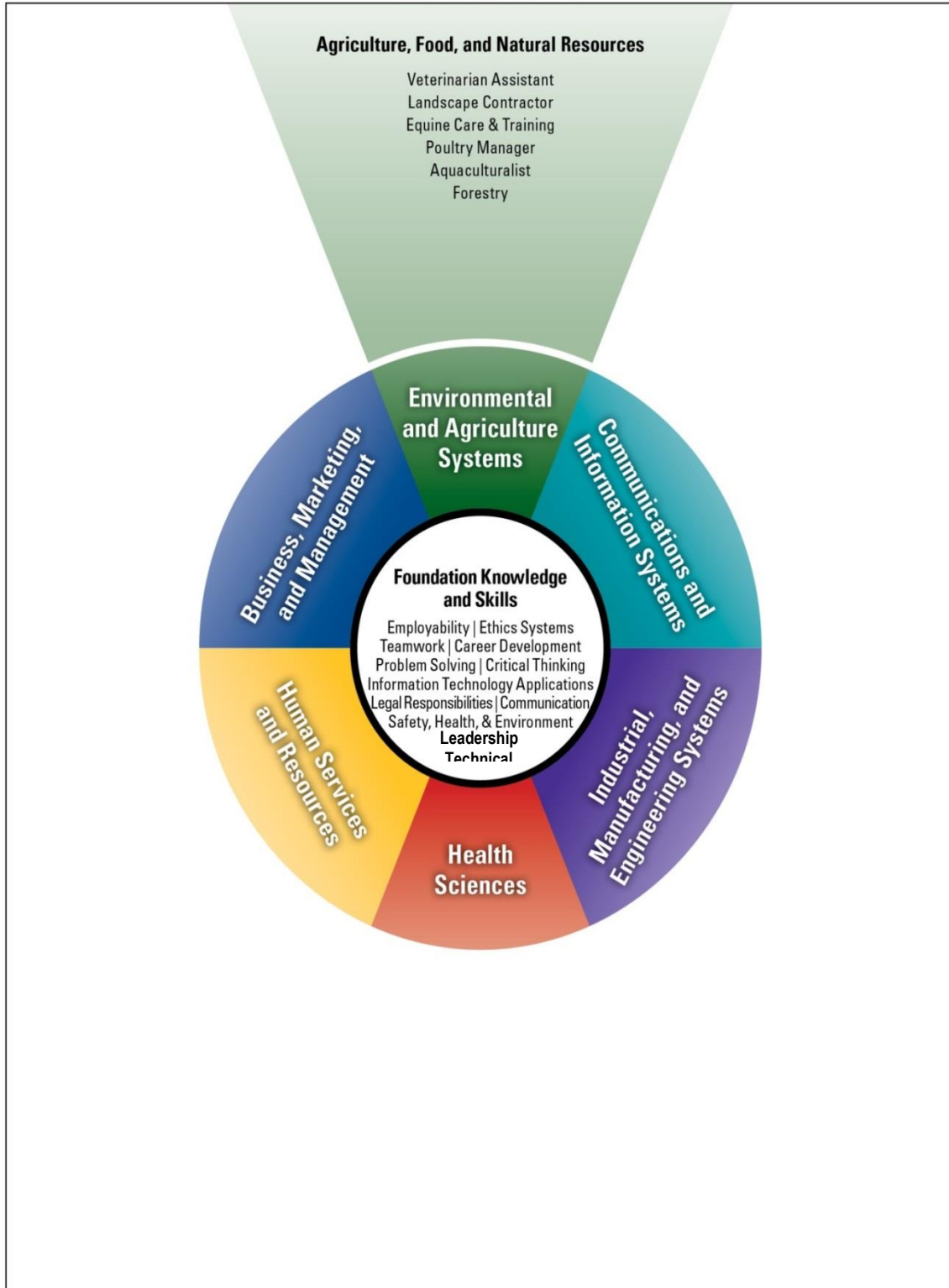
Have the students draw on a sheet of paper a diagram of the Louisiana Career Education Model and identify the different sections.







**LOUISIANA CAREER EDUCATION MODEL**



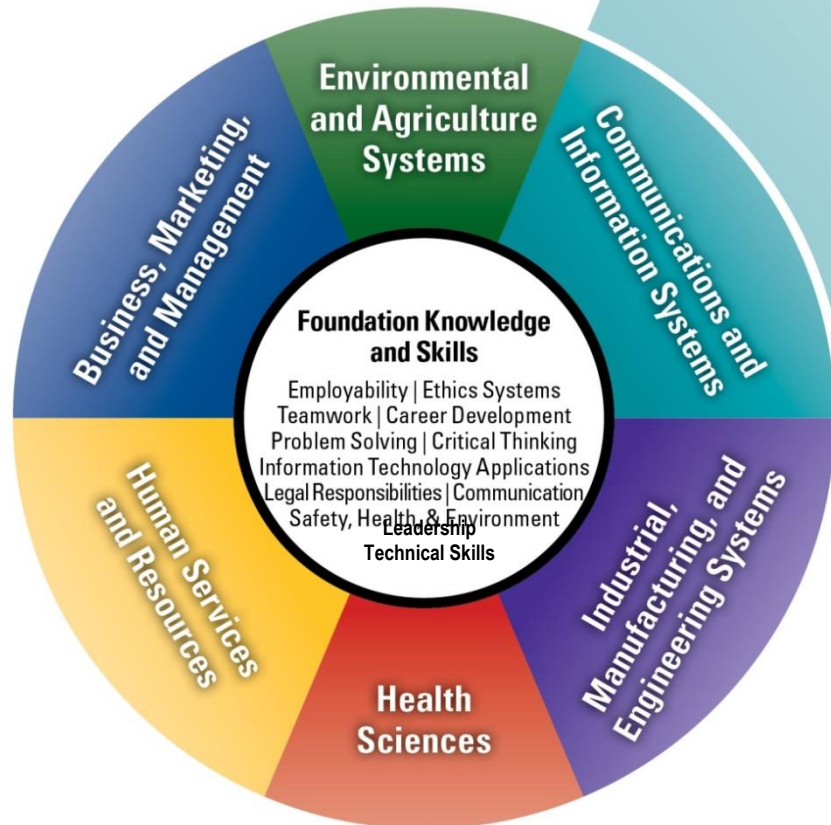
# LOUISIANA CAREER EDUCATION MODEL

## Arts, A/V Technology, & Communication

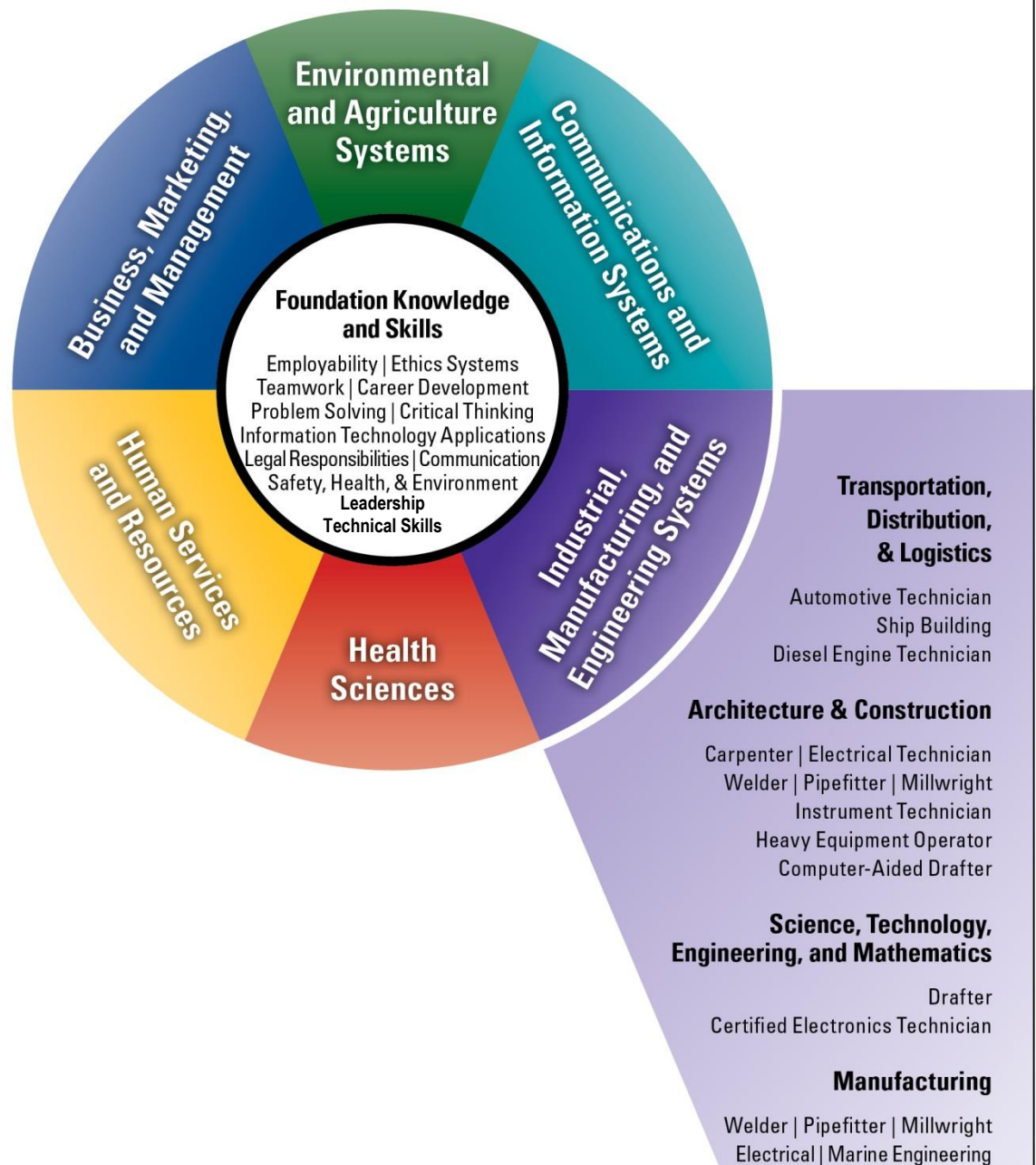
Graphic Design  
Audio-Video Operations  
Printing Technology

## Information Technology

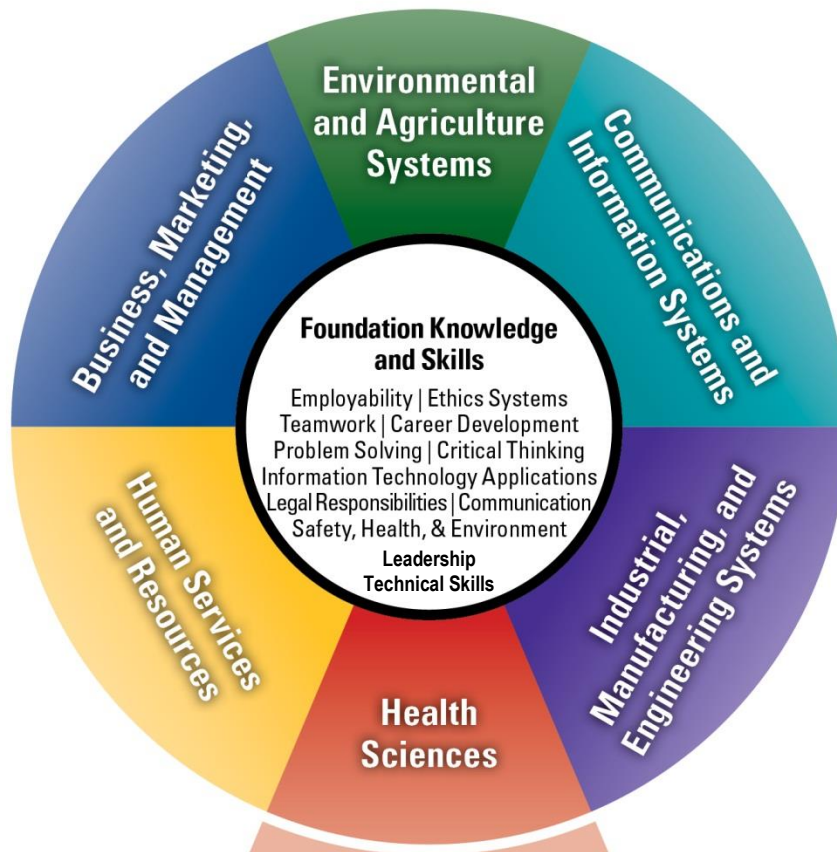
Systems Network Technician  
Help Desk Technician  
Database Maintenance  
Game Programming Technician



# LOUISIANA CAREER EDUCATION MODEL



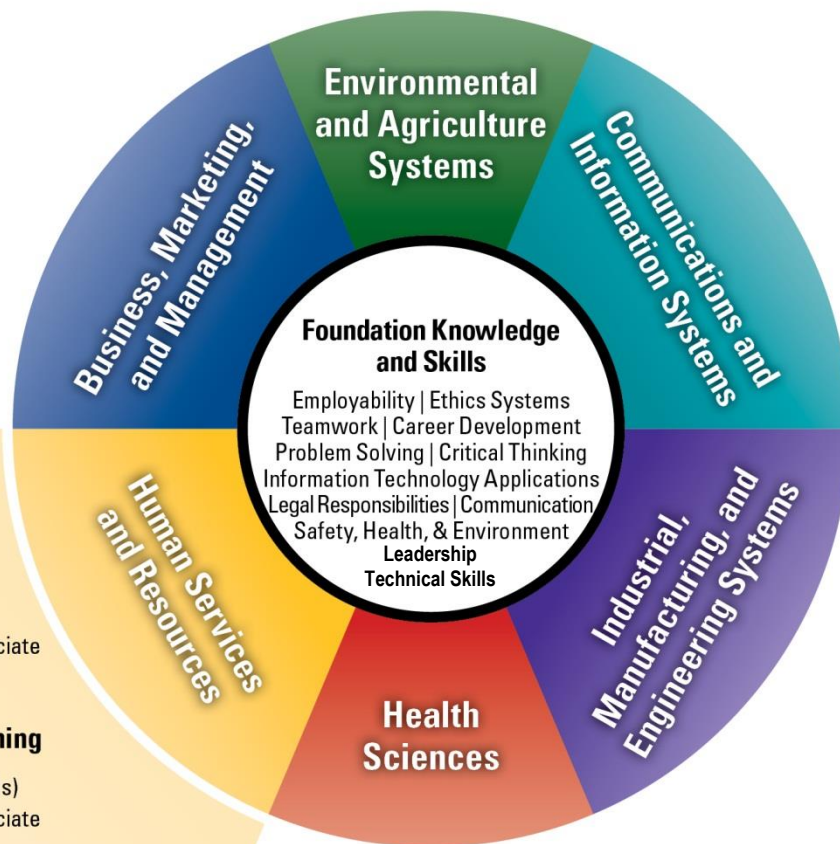
# LOUISIANA CAREER EDUCATION MODEL



## Health Science

Certified Nursing Assistant  
Patient Care Technician  
EMT-Basic  
Pharmacy Technician  
First Responder, Physical Therapy Aide  
Physical Fitness Aide  
Home Health Aide

# LOUISIANA CAREER EDUCATION MODEL



## Human Services

Child Development Associate  
Cosmetologist

## Education and Training

Teacher's Aide (all levels)  
Child Development Associate

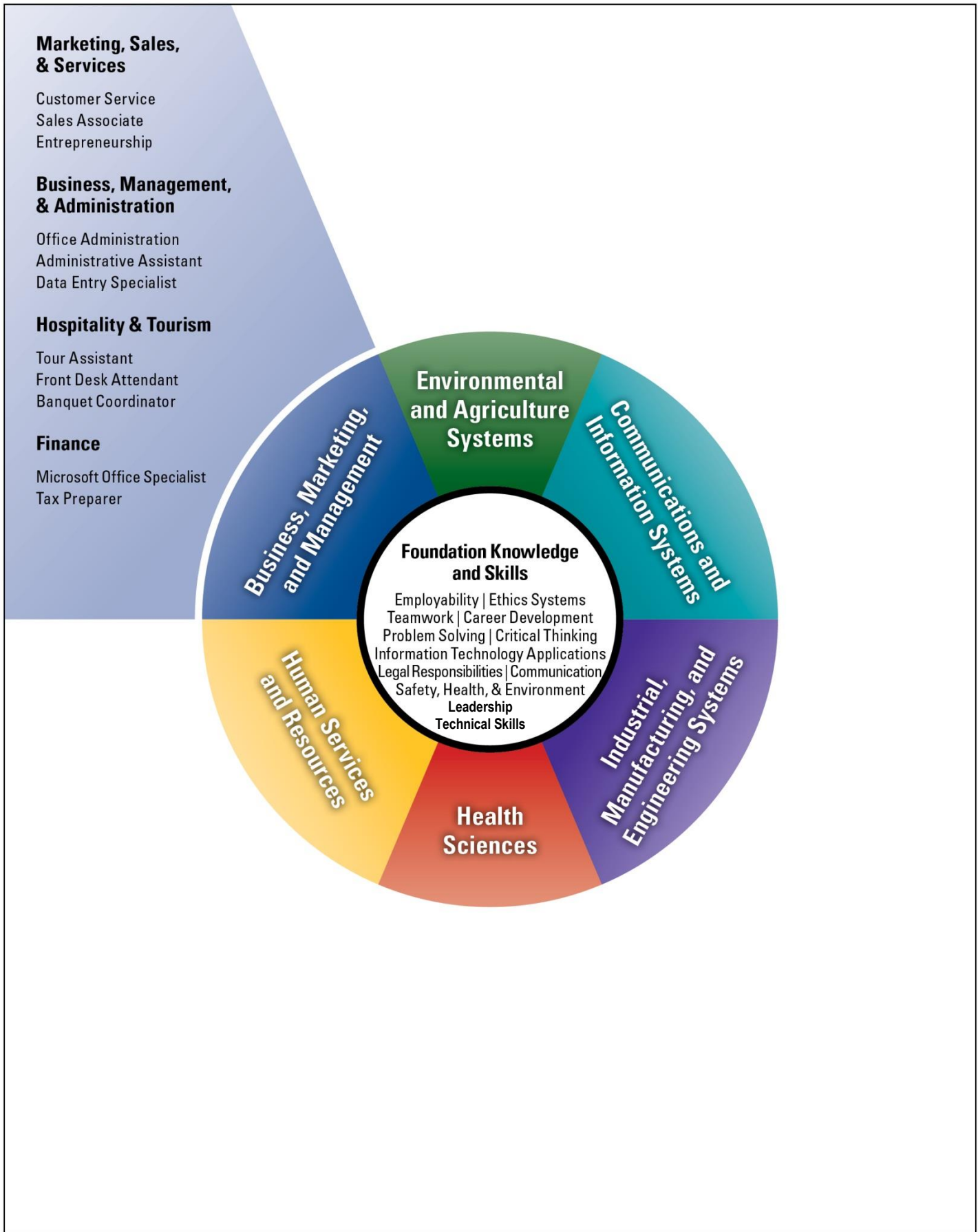
## Law, Public Safety, & Security

First Responder  
EMT-Basic  
Forensic Science  
Criminal Justice

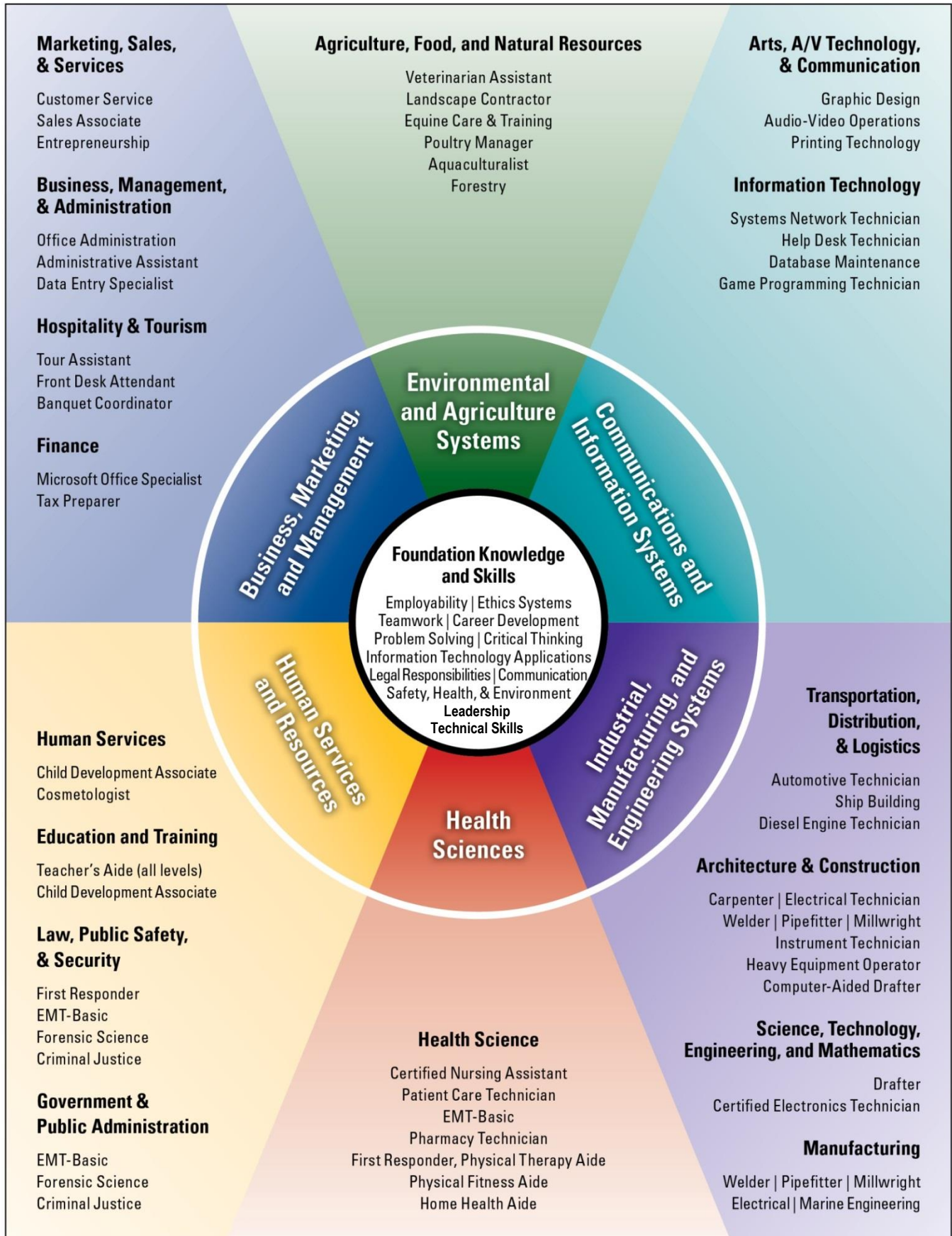
## Government & Public Administration

EMT-Basic  
Forensic Science  
Criminal Justice

# LOUISIANA CAREER EDUCATION MODEL



# LOUISIANA CAREER EDUCATION MODEL





**Lesson Title:** Career Education Model Word Map Activity

**Cluster:** This lesson idea can be used to teach any of the clusters.

**Foundation Knowledge and Skills:** Systems, Critical Thinking, Communication

**Summary:** Students **codify** the key descriptions and definitions of a career cluster and career pathway/areas of concentration.

**Course Objectives**

2.2 Students will be able to identify compositions of each of the sixteen career clusters.

**Lesson Objectives**

**Students will:**

- identify a career cluster;
- relate in their own words what they believe the cluster to mean or involve;
- obtain information about the compositions of a career cluster;
- restate in their own words key compositions of a career cluster;
- draw a picture representing key compositions of the career cluster.

**Time:** Two-three class periods

**Resources:** Louisiana Career Education Model framework

**Guest Presenters:** None

**Materials:** “Career Education Model Word Map” activity sheet.

**Content and Teaching Strategies**

**Anticipatory Set**

1. Introduce the name of the career cluster to be discussed. Ask students to brainstorm information about the title of this cluster and list it on the board.
2. Put career clusters in envelope and have the students draw for one. Show “career wheel diagram” on large screen and have students tell the class where their piece belongs.

**Lesson Components**

1. Hand each student a “Career Education Model Word Map” activity sheet.
2. Assign a career field and cluster to each of the students.
3. Go to the <http://www.careertech.org/> and search the cluster that was assigned.

4. Students will find the career pathways in the career field/cluster model. They will then choose a pathway and a specialty in that cluster.
5. The students will fill out the word map by looking at the model on the Internet.
6. The students should draw a picture in the space provided on their “Career Education Model Word Map” activity sheet that will represent their new understanding of the career cluster. You might consider having them use computer graphics for the drawing portion of this activity. See new map.

Optional Activities:

7. Complete the above lesson in a group format using chart paper.
8. Play a variation of musical chairs as a review. Put the clusters on pieces of paper and post them on the wall. Call out a specialty and have the students move to the correct cluster.
9. This could be an activity done when introducing each cluster.
10. Use the Cluster Word Map as a note taking guide.

**Lesson Closure:** Students should post their Career Education Model Word Map Activity Sheet on the wall or leave them face up at their student workstation. Students should then be organized and led in a gallery walk to view other students’ work. In small groups students could share out loud with the class. The teacher should lead a discussion on the similarities found in students’ work. Evidence of solid student understanding should be emphasized to the students as a group.

### **Foundation Knowledge and Skills (FKS) Connection**

The components of this lesson emphasize **systems, critical thinking, and communication**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a personal strength to enhance or weakness to improve.

### **Formative Assessment**

- Completed “Career Education Model Word Map” activity sheet
- During the gallery walk portion of the activity, students will answer teacher-led questions. These questions will have the students identify key compositions of the career cluster as found in the writings and drawings of fellow students.

Optional: During the gallery walk have the students write the cluster and two descriptions of each.

## Career Education Model Word Map

Name \_\_\_\_\_

Career field	Career Cluster	Career Pathways	Career Specialties
_____	_____	<b>Pathways Available:</b>	<b>Pathway chosen:</b>
_____	_____	_____	<b>Specialty:</b>
_____	_____	_____	_____
_____	_____	_____	<b>1. Description:</b>
_____	_____	_____	<b>2. Income:</b>
_____	_____	_____	_____
_____	_____	_____	<b>3. Jobs available at each level of education:</b>
_____	_____	_____	_____
_____	_____	_____	<b>4. Helpful high school courses:</b>
_____	_____	_____	<b>Draw a picture or find a graphic to represent your career specialty.</b>

**Lesson Title:** Foundation Knowledge and Skills / Career Interest Assessment (Louisiana Connect)

**Cluster:** N/A

**Foundation, Knowledge and Skills:** Employability, ethics, systems, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication, safety, health and environment.

**Career Concepts:** N/A

**Summary:** Students **describe** Foundation Knowledge and Skills (FKS) and evaluate interests, skills, and values using self-assessments in Louisiana Connect.

### **Course Objectives**

2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living.

### **Lesson Objectives**

#### ***Students will:***

- have an understanding of the Foundation Knowledge and Skills;
- define Career Assessment;
- understand the purpose of evaluating skill levels;
- complete the Career Assessment on Louisiana Connect.

**Time:** Two class periods

**Required Materials:** Louisiana Connect website, <https://www.LouisianaConnect.com>.

**Optional Resources:** N/A

**Guest Presenters:** N/A

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

Students should answer the following questions in their student notebook.

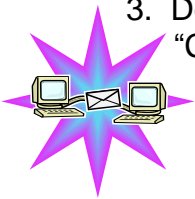
What kinds of skills do you think employers are looking for?

What kinds of skills are needed to be successful in your family and community?



### **Lesson Components**

1. Go to <https://louisianaconnect.org/> , log in, select “Careers, and then select “Get to Know Yourself,” and complete the assessment
2. Divide students into groups. Using the student notebook responses from the anticipatory set and the information learned about the Foundation Knowledge and Skills, students will compare responses. Discuss the importance of thinking about skill levels, so plans can be made to improve skills over time. Discuss ways skills can be improved, for example, through life experiences, taking classes, part-time jobs, school and community activities, job shadowing, internships, etc.
3. Demonstrate the Career Assessment at <https://louisianaconnect.org/> Under the tab “Careers,” select “Explore Careers,” and download the sample report.



#### *Note to Teacher:*

- a. The explanation on the website about the “Get to Know Yourself” assessments is easy for students to understand. Review the explanation and the scale with the students and discuss for meaning and understanding. Students will assess themselves.
- b. Complete the “Get to Know Yourself” Assessments.

### **Lesson Closure**

Round Robin Activity: Identify one skill of which you are proud and give an example to illustrate that skill.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **all the FKS**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.

### **Formative Assessment**

Identify one skill of which you are proud and give an example that illustrates that skill. Record the information in the student notebook. (Information about the student notebook may be found in the supporting documents section).

## Foundation Knowledge and Skills

### Louisiana Career Fields/Cluster Model

#### **Communication**

When you learn how to communicate well, you will be able to listen and understand what others say to you. Also, you will be able to read and write so that others will understand what you want to say to them. These skills will help you in a variety of places including school, home, and the worksite.

#### **Employability and Career Development**

With good employability and career development skills, you are able to start thinking about your career and setting goals, including where you want to live, what kind of job you want to do, how much money you want to earn, and then developing good plans that will help you reach these goals.

#### **Information Technology Applications**

With good information technology skills, you will be able to understand and use technology, including how to use e-mail, search the web, and use software such as word processing.

#### **Leadership and Teamwork**

With good leadership skills, you will be able to lead groups of people in such areas as sports, group work or problem solving. With good teamwork skills, you will be able to recognize cultural, social, and ethnic differences and be able to work well with them. You will be able to contribute with others to achieve group goals.

#### **Legal Responsibilities and Ethics**

With good understanding of legal responsibilities, you will know what is expected of you to be a good citizen who follows the law. With good ethical decision making skills, you will know how to respect others, be accountable for the things you do, be responsible and do the things you are supposed to do, so you can feel good about who you are.

#### **Problem Solving and Critical Thinking**

With good problem solving skills, you will be able to think through problems and come up with good solutions. You will be able to organize your thoughts logically in ways to help you resolve your problems in the easiest and most direct way.

#### **Safety, Health, and the Environment**

When you have good knowledge concerning your health and safety, you will have an understanding of health and safety issues that are most important to the work environment of each of the career clusters. You will be able to demonstrate and promote safety and health and be aware of protecting the surrounding environment while working in the career cluster industry you choose.

**Systems**

When you have a good understanding of relationships, you can see how different relationships interact. You understand how social relationships fit into bigger settings, such as coworkers getting along at work so companies can run smoothly. Also, you understand the relationship between the use of technology and having smooth and accurate business operations. You will understand how your role as an employee contributes to the whole career cluster operating successfully. You will also understand the need for having set policies and procedures and the importance of following them.

**Technical Skills**

With good technical skills, you will be able to choose and use tools and equipment that are needed to do your work. Also, you need to know enough about equipment to be able to teach others how to use it. For example, a farmer will know what farm equipment he or she needs and be able to use it. A photographer will know what camera equipment he or she needs to take good pictures and know how to operate the equipment.

**Lesson Title:** Interest Test

**Career Cluster:** All

**Foundation, Knowledge and Skills:** Problem Solving

**Career Concepts:** Career Research

**Summary:** Students **examine** the concept of interest testing and how the use of such assessments assists the student with identifying and narrowing their career cluster areas of interest.

**Course Objectives**

2.1 Student will be able to make connections between personal strengths, interests and [work] careers.

5.1 Student will be able to utilize technology to access career information.

**Lesson Objectives**

**Students will:**

- become familiar with the concept of interest testing;
- evaluate the results of the assessment by identifying three of the top five career clusters in which their highest interests were indicated.

**Time:** Two class periods

**Required Materials:** Instructions for completing the interest assessment on Louisiana Connect at <https://louisianaconnect.org/>

**Guest Presenters:** Guidance counselor (optional)

**Content and Teaching Strategies**

**Anticipatory Set**

Students should determine which cluster they have the most interest. Students should complete the “Cluster Favorites” activity sheet to assist them in making the decision. They will choose their main cluster of interest by standing under the poster with the career cluster named on it. They may choose a second cluster if they are unable to choose only one.

Optional: If you are in a computer lab setting you might ask the students to give you a “high five” when you mention their favorite cluster.





### **Lesson Components**

1. Explain the purpose of the interest assessment found at <https://louisianaconnect.org/>
2. Demonstrate and explain the process for logging in and completing interest assessment survey.
3. Evaluate the results of the testing, assisting the students with identifying their three top career cluster choices.
4. Assist students in understanding how the results of the interest survey will assist with determining a career choice.

*Note to Teacher:* You may wish to remind the students that the assessments may appear lengthy. The large number of questions, some of which seem to be repetitive, are included to ensure consistency when determining results.

### **Lesson Closure**

Engage the class in discussion. Discuss how unless career planning is done, students might end up “guessing” what their career should be and might end up being very unhappy!

***If a person doesn't have a map, one won't know where he/she is going!***

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **problem solving**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used in this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Students will provide the instructor with a printed copy of their assessment results and a list of the three career clusters they wish to research further.

Students will write a short journal entry in their student notebooks summarizing the results of their testing and indicating which cluster they will begin using for their career research.

Optional: You might consider using the Cluster Favorite Activity as a means to record their findings from the Interest Test.

## Cluster Favorites

Name \_\_\_\_\_

List your top 3 clusters by ranking them 1, 2, 3 (1-top choice)

Agriculture, Food, and Natural Resources  
Architecture and Construction  
Arts, Audio/Visual Technology and Communication  
Business, Management and Administration  
Education and Training  
Finance  
Government and Public Administration  
Health Science  
Hospitality and Tourism  
Human Services  
Information Technology  
Law, Public Safety and Security  
Manufacturing  
Marketing, Sales and Services  
Science, Technology, Engineering and Mathematics  
Transportation, Distribution and Logistics

List your top three career clusters.

- 1.
- 2.
- 3.

What were the top three clusters reported in your Interest Test?

- 1.
- 2.
- 3.

Compare the results from the interest assessment with your original choices. Record any differences below.

## How to Use Your Results

Having a high interest in a given cluster is an excellent way to begin to filter through all the career possibilities that exist. If you also have high skills in that same cluster, your career exploration becomes a little easier. If you have a moderate interest and a high to moderate skill ranking in a cluster, this is also an area to explore. Here is a plan to follow that will help you gather information.

Select seven possible careers from your top-ranked clusters. You may have already placed several in your portfolio or you can review occupational options on Louisiana Connect. Now begin to gather information about them. You should learn at least the following about each occupation:

1. Job Description
2. Required Training
3. Employment Prospects
4. Where Jobs are Located
5. Income Possibilities

Your school or local library will provide many other good sources of occupational information, both online and off the shelf. As you look at the different jobs within the clusters, think, “Can I see myself in this picture? Is it an occupation that I would enjoy?”

## Curriculum Planning

Next, ask yourself if you are willing to acquire the skills that the jobs require. Find out whether the required training is on-the-job, at a community college or technical school, or whether you need a four-year or more degree. Try to discover what the key courses are, like calculus for engineers, or important skills, like grammar and punctuations for journalism. Remember, the greater the skill level you acquire, the more rewarding your occupation will be in income and potential satisfaction. The more you find out about a career you are considering, the more confident you will be as you prepare for it.

The best way to learn about the requirements and rewards of occupations is to get some direct, personal experience with it. Talk with someone who is actually in the career. Find out what they do in an average day or week; what is good and what is hard about it; what they had to do to get started; what they plan to do next. Try for a part-time or temporary job as an assistant to an intern, or at least do a day of job shadowing. This way you can learn what a career is really about, without it costing you a lot of time and effort. If you find that a career isn't so appealing after personal experience with it, don't give up hope. There are many job opportunities in each cluster that may fulfill your hopes and wishes. Be sure to record your experience in your Portfolio.

***By considering occupations that match your interest, skills, and work values you will be more likely to find success and satisfaction in your career.***

**Lesson Title:** Mission APA: Agricultural Pizza Adventure

**Career Cluster:** Agriculture, Food, and Natural Resources

**Foundation Knowledge and Skills:** Teamwork, Problem Solving, Critical Thinking, and Communication

**Career Concepts:** Plan of Study, Career Information

**Summary:** Students **learn** about the diversity of this career cluster by examining the scope of the industry, and exploring the variety of career pathways and career specialties with the cluster.

### **Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.

### **Lesson Objectives**

#### ***Students will:***

- develop a new pizza food product and relate it to the agriculture industry;
- describe the scope of agricultural, food, and natural resources career cluster;
- describe the agricultural, food, and natural resource career pathways;
- find career information related to this cluster;
- explore options in their school district to study agriculture, food and natural resource systems;
- develop a plan of study specific to their school district.

**Time:** Six class periods

**Required Materials:** Paper, markers, assorted small boxes or pizza boxes (students can bring these or a local pizzeria may donate personal pizza boxes if asked in advance, pieces of poster board can be used as an alternative), large assorted paper to cover boxes, high school course catalog.

**Optional Resources:** IFT Career Guidance Committee: The Pizza Explorer CD-ROM; Louisiana Department of Agriculture Fact Card, 2005; <http://www.kitchenproject.com/pizza/PizzaCombinations.htm> ; course catalog selectors (they can be from previous years), computer lab, copies of activity sheets titled “Career Pathway,” “Plan of Study,” and “Favorite World-Wide Pizza Toppings,”

<http://www.nal.usda.gov/fnic/foodcomp/search/>, <https://www.lsuagcenter.com/>, and <http://cdc.gov/nutrition>

**Guest Presenters:** N/A

## **Content and Teaching Strategies**

### ***Anticipatory Set***

Have students draw a picture of what they envision to be “the perfect food.” It must contain all food groups, be something a person could eat for an entire meal, and taste good. They may invent the food or draw a picture of a food that already exists. When finished, have students share their drawings with a neighbor. Choose three to present to the class before moving on. Use these talking points:

- Many people consider pizza to be the perfect food. It contains many food groups and is enjoyed by millions every day.
- Explain that pizza has been popular in this country for over 100 years—the first American pizzeria was opened in New York in 1905.
- Today, Americans eat over 100 acres of pizza every day!

### ***Lesson Components***

1. Hold a class discussion using the following talking points:

- Explain that agriculture is more than what most people picture by instinct.
- Agriculture has moved beyond the “cows, plows, and sows” stereotype and into new fields including food product research and development. For example, ConAgra, an Omaha-based company, spends millions of dollars on product research, development, and marketing for brands like Healthy Choice, Hunts Ketchup, Slim-Jims, and more.
- Companies like Cargill, the largest privately owned company in the world, produce food ingredients.
- Over 90% of the food that Americans eat either is made by Cargill or contain a product made by Cargill.
- Corn syrup is one such common ingredient. These are just a few of the careers related to agriculture. Let the students know they’ll be talking about more careers over the next few days.
- Use pizza as a metaphor for the diversity of agriculture in your discussions.

2. Challenge students to create a new pizza food product. They can modify the product, but their main task is to identify a target market and market it to that group of people. In small groups, students must do the following:

- Choose a target market.
- Develop a new pizza product.
- Create a name for the product and their company.
- Create new packaging in which to market and sell the product that includes: Brand name and generic name, net weight, nutrition facts, ingredient list, allergen warning, company contact information, and



graphics appealing to their chosen target market.

- Create a skit “commercial” that is focused on their target market. While doing this, students must emphasize the diversity of food groups found in pizza. Students should create a storyboard before they begin filming their commercial to show thought about a target market, product placement and advertising guidelines.

The worksheet, “Creating Your Own Pizza,” can be used as a brainstorming guide. When deciding on a target market, challenge their thoughts of traditional toppings with information found on the “Favorite World-Wide Pizza Toppings” handout.

*Note to teacher:* Allow students to start and work on their projects the first day.

Allow time each following day during this unit to work on their pizza boxes and plan their skit. Tie related information from each day back to the metaphor of pizza and the pizza activity. At the end of the agricultural, food, and natural resources lessons, have students present their product boxes and perform their skits. Information on nutritional value can be found at:

<http://www.nal.usda.gov/fnic/foodcomp/search/>.



3. Describe the scope of the agriculture, food, and natural resources career cluster. Discuss with students how agriculture is the foundation of society. Before agriculture, humans existed as hunters and gatherers. Until plants and animals were domesticated, humans did not live in permanent homes and had to constantly travel to look for new food sources. Use these talking points:

- Land that is farmed can produce sixty to one hundred times more food than land that is used for hunting and gathering.
- Domestication is the taming and breeding of animals for food.
- Domestication is also the planting and harvesting of plants for food.
- People who move to hunt and gather food are nomads.
- Nomads did not live in permanent structures.
- Society started because agriculture allowed people to settle down.
- Once people could settle down and did not have to spend their time hunting for food, they started other industries and professions.

4. Transition the students into a discussion about the state of modern agriculture by giving them four minutes using paper and markers to draw a picture that shows modern agriculture. Have them share with a neighbor. From the pair, have them choose one to share with the class. The student’s whose drawing was not chosen, describes his/her partner’s drawing to the class.



Talk in general terms about what is currently accurate and what is inaccurate

about their drawings. Follow-up with a picture of modern agriculture:

- Today agriculture is still an essential industry, especially in Louisiana.
- Over \$9 billion is made from agriculture in Louisiana each year.
- 21% of all jobs in Louisiana are farm-related, even more are employed by supporting industries that market and merchandise the products.
- Louisiana has over 26,500 farms and ranches.
- Forestry is Louisiana's number one Agricultural industry.
- Louisiana ranks #1 in the nation, in the production of crawfish, shrimp, alligators, menhaden, and oysters.
- One American farmer produces enough food to feed 129 other people.
- Louisiana is the sole producer of Tabasco peppers, for the production of Tabasco sauce in the U.S.A.
- Louisiana is the leading producer of sugarcane.
- Louisiana is # 3 producer of rice.
- Other important crops: soybeans, sweet potatoes, cotton, strawberries, and feed grain.



5. Explain that Louisiana is unique and lucky to have so many natural resources. Poll the class to see where their interests are in relation to natural resources: How many of them like to:
- Go fishing?
  - Go biking?
  - Go hunting?
  - Go boating?
  - Go hiking?
  - Go camping?



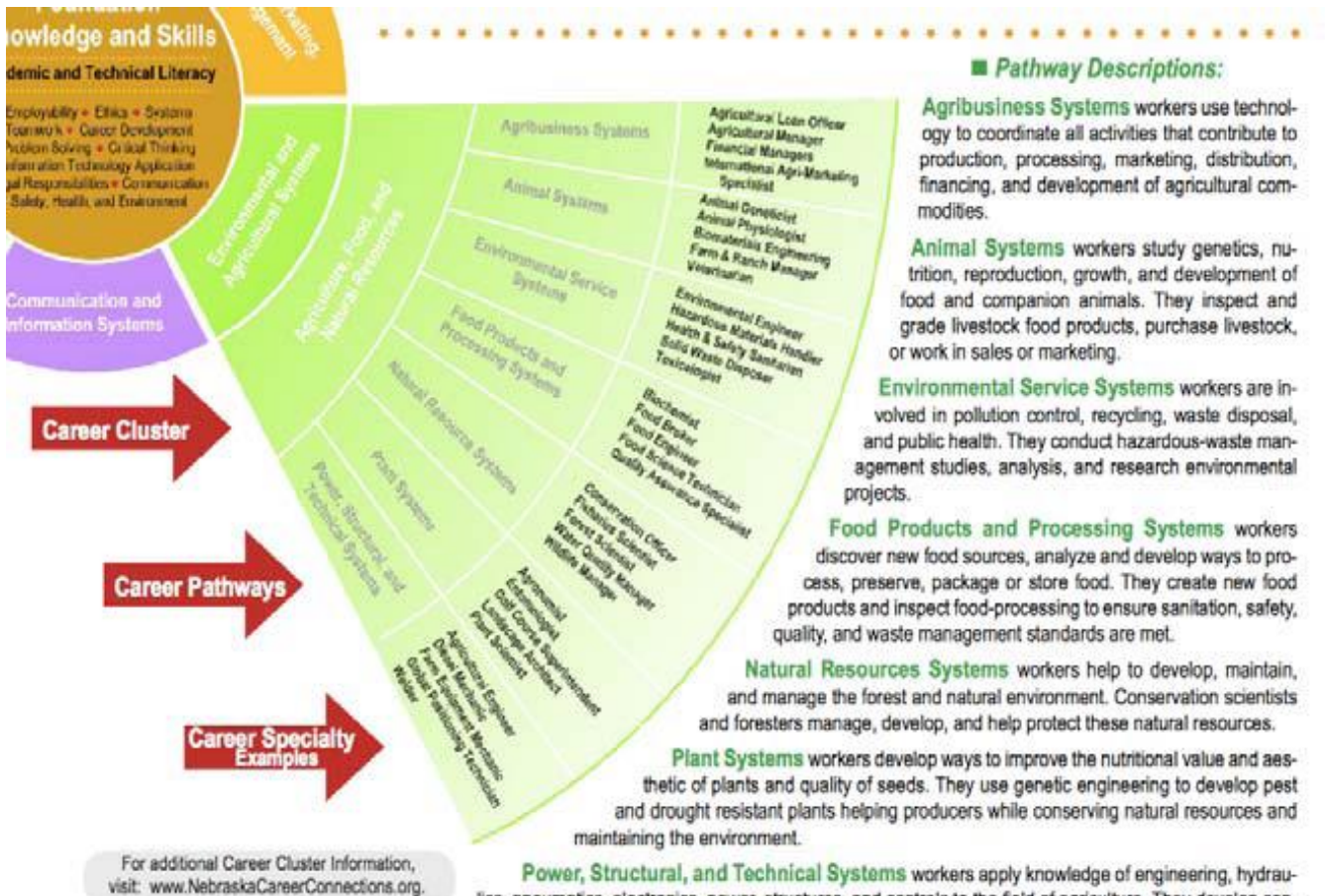
6. Explain that in addition to recreation, our natural resources provide our state with the ability to sustain a variety of industries. Use these talking points and emphasize the uniqueness of the facts:

- Louisiana's farms and ranches utilize 7.9 million acres of land.
- Louisiana has aquifers below it. The water is used for irrigation of crops.

7. Describe the agricultural, food, and natural resource career pathways.

- Assign students to groups for each of the seven career pathways in the model below. It will work best with at least two students per group. Hand out a "Career Pathway" activity sheet to each student.
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resource Systems
- Plant Systems
- Power, Structural, and Technical Systems

- Students will act as if they were individuals in that career area. Each group should act out at least four positions. Give students time to plan their sketches.
- Be sure not to let students misrepresent careers. Challenge them to break stereotypes and show what they think modern professionals in their assigned field do.
- In order to prepare, allow students to use the Internet to do brief research on careers. Ask them to navigate to <http://www.careertech.org/> and other relevant websites.
- Have students give their career sketches.
- Students in the audience should take hieroglyphic notes (write the career title, and then must draw a picture of each demonstrated career). Celebrate each performance and clarify details.



8. Explore options in their school district to study agriculture, food and natural resource systems.

Divide students into seven groups and assign them a pathway from the previous lesson component. Based on what they learned, they should do the following:

- Create a list of five to seven careers in their given pathway.



- Create a list of high school classes they would recommend to students interested in each career (utilize local district course catalog).

After students create their lists, have each group share. Draw connections between ideas and make suggestions.

9. Develop a plan of study specific to their school district.

- Have students choose a career in agriculture, food, or natural resources in which they are most interested. It may not be his or her first choice out of all careers clusters, but each student **MUST** choose one.
- Demonstrate what a plan of study may look like. A sample plan of study can be found as a visual from <http://www.careertech.org/> . Give the example of a landscape architect who will need elements in geometry, environmental science, landscape design, and art.
- Using the “Plan of Study” activity sheet, have each student create an individual plan of study by listing classes in middle school and high school that would be useful to take on a yearly basis (freshman, sophomore, junior, senior, etc.). Students may use ideas from the previous lesson components and are assessed based on completeness.

### ***Lesson Closure***

Have students present their pizza commercial skit and “sell” their pizza to the class. You may want to celebrate by bringing in pizza for the class. Review relevant information about the diversity of pizza and the diversity of agriculture, food, and natural resources.

### ***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### ***Formative Assessment***

Use rubrics to assess students’ pizza boxes, commercial skits, and plans of study. Be sure that students self-assess, that each student submits an oral presentation rubric for the sketches.

Name \_\_\_\_\_

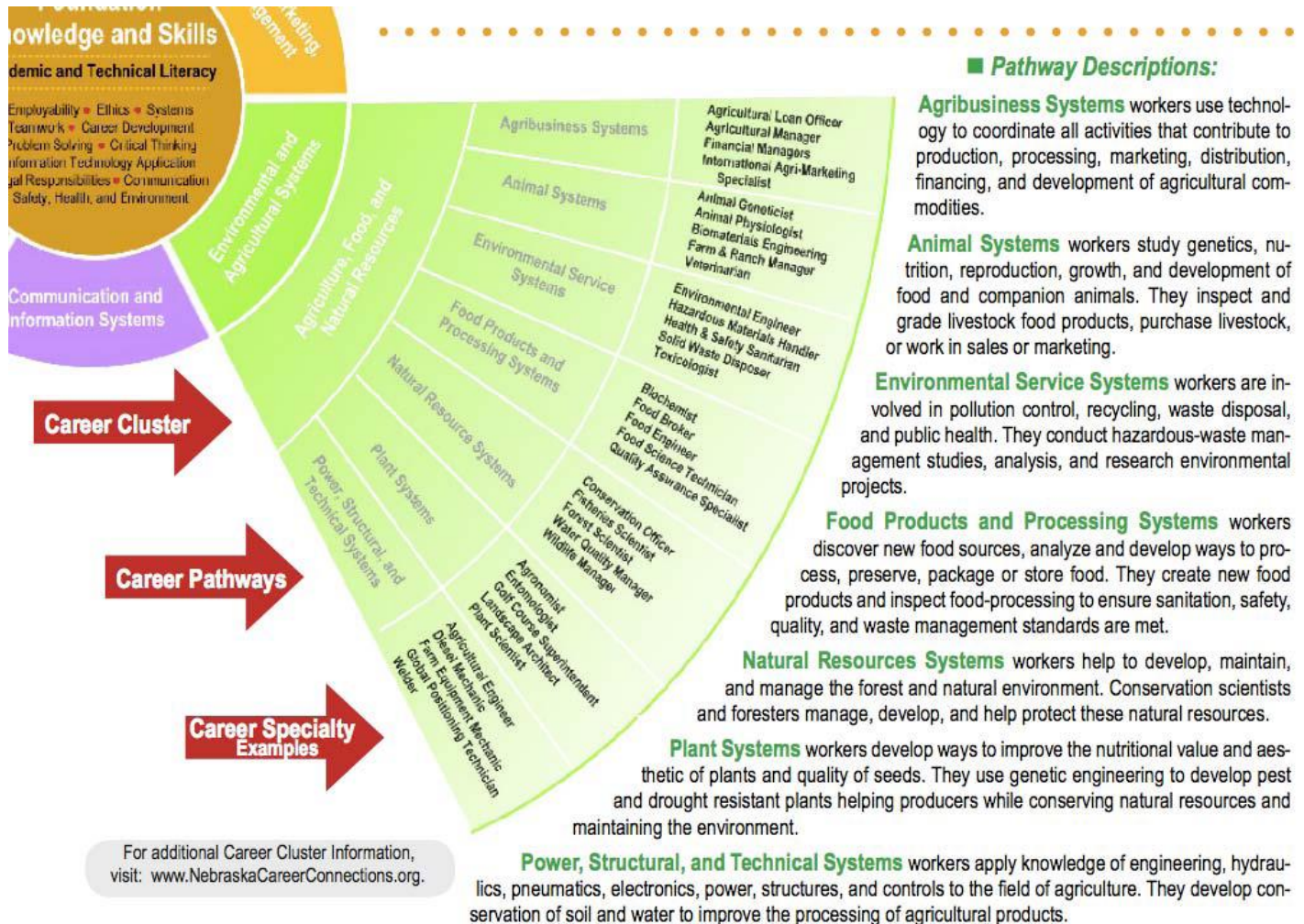
## Career Pathway

Use this worksheet to start on your new career. Choose at least four careers in the pathway your teacher has assigned you. You and your group must create a mini-sketch of what a professional in that career would look like, act like, and do on a regular basis.

You may use the computer as your teacher allows you to access some appropriate websites to gain more information.

Represent your career pathway to the best of your ability. Break down stereotypes; don't reinforce them!

**Be bold, creative, and have fun!**



**Plan of Study**

Name \_\_\_\_\_

Agriculture, Food, and Natural Resources Center is example; use the career cluster in the pathway assigned to you \_\_\_\_\_

Your plan of study can include the typical classes, for example agriculture, offered in your school. However, think beyond the most obvious classes. What other classes would help a student interested in the career you selected?

Use your school’s course catalog to identify classes to help you be successful in this career.

Subject	Middle School	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Post-Secondary
English						
Math						
Science						
Social Studies						
PE/Health/ ROTC						
Additional Requirements or Electives						
Career Education Courses						

## Favorite World-Wide Pizza Toppings

### Favorite World-Wide Pizza Toppings

Around the world, pizza toppings vary greatly; reflecting regional tastes, indigenous foods and cultural preferences.

**United States**—Pepperoni is the most popular by far with at least 36% of all pizza orders.

**Venezuela**—The most popular toppings are pepperoni, vegetarian and anchovies. (Source: Inés Peña Madriz, Chodom Arte Culinario)

**India**—Some of the more popular international toppings are pickled ginger, minced mutton and “paneer,” (a form of cottage cheese), which looks quite like tofu but is obviously a dairy product. Tandoori chicken and chicken “tikka” are also increasingly popular toppings. (Source: Shiv Sharan Singh, New Delhi, India)

**Japan**—Mayo Jaga (mayonnaise, potato and bacon), and eel and squid are favorites.

**Brazil**—Brazilians favor green peas on top of their pizzas.

**Russia**—Pizza is served covered with “mockba,” a combination of sardines, tuna, mackerel, salmon and onions. Red herring is also a topping of choice.

**France**—A popular pizza combo is called the Flambé, with bacon, onion and fresh cream. (Source: Domino's.)

**Pakistan**—Curry is a big seller.

**Australia**—Australians enjoy shrimp and pineapple, as well as barbeque toppings on their pies.

**Costa Rica**—Costa Ricans favor coconut on their pizzas. (Source: Numero Uno Pizzeria.)

**Iceland**—Vegetables for pizza toppings are grown in greenhouses because of the lava terrain there. (Source: Domino's.)

**Netherlands**—the “Double Dutch” is a favorite pizza recipe; double cheese, double onions and double beef. (Source: Domino's.)

**Saudi Arabia**—All meat toppings must be 100% beef. Pork products are not consumed in the country. (Source: Domino's.)

**Creating Your Own Pizza**

Group Members:

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Use this worksheet to brainstorm ideas for creating your group's pizza box.

Target Market:

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Pizza Ingredients:

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Company Name: \_\_\_\_\_

Product Name: \_\_\_\_\_

**Nutrition Facts:**

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**Allergen Warning:**

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**Company Contact Information:**

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Name: \_\_\_\_\_

**Rubric for Creating Your Own Pizza**

<b>Concept</b>	<b>Beginning</b>	<b>Proficient</b>	<b>Advanced</b>
Target Audience	Target audience was not addressed or has little to no fit to the pizza product.	Target audience fits pizza product at a surface level but shows little detailed thought about the audience.	Target audience fits the pizza product and detailed thought was put into the pizza ingredients in relation to the target audience.
Nutritional Information	Nutritional information is not provided or is inaccurate.	Nutritional information is provided but the majority of the information is inaccurate.	Nutritional information is provided and accurate.
Required Information	3 or fewer of the following are present: <ul style="list-style-type: none"> <li>• Product Name</li> <li>• Company Name</li> <li>• Net Weight</li> <li>• Ingredient List</li> <li>• Allergen Warning</li> <li>• Company Contact Information</li> </ul>	At Least 4 of the following are present: <ul style="list-style-type: none"> <li>• Product Name</li> <li>• Company Name</li> <li>• Net Weight</li> <li>• Ingredient List</li> <li>• Allergen Warning</li> <li>• Company Contact Information</li> </ul>	All of the following required information is present: <ul style="list-style-type: none"> <li>• Product Name</li> <li>• Company Name</li> <li>• Net Weight</li> <li>• Ingredient List</li> <li>• Allergen Warning</li> <li>• Company Contact Information</li> </ul>
Graphics	The poster is distractingly messy or very poorly designed. It is not attractive.	The poster is acceptably attractive though it may be a bit messy.	The poster is exceptionally attractive in terms of design, layout, and neatness.
Commercial	Delivery not smooth and audience attention lost.	Delivery not smooth, but able to hold audience attention most of the time.	Interesting, well-rehearsed with smooth delivery that holds audience attention.

**Lesson Title:** Explore the Arts!

**Career Cluster:** Arts, Audio/Video Technology, and Communications

**Foundation Knowledge and Skills:** Leadership and Teamwork

**Career Concepts:** Extended Learning Opportunities, Career Research

**Summary:** Students **research** the career cluster while learning key concepts related to exploring careers through use of community resources such as an exploratory interview, job shadowing, internship, apprenticeship, service learning, mentoring, and cooperative programs.

### **Course Objectives**

- 1.1 Students will be able to differentiate between career fields, clusters and career pathways on the Louisiana Career Education Model.
- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters.
- 2.2 Students will be able to define, identify and demonstrate the Foundation Knowledge and Skills.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
- 4.1 Students will be able to list and understand a variety of extended school-based and community-based learning options to explore careers.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.
- 5.3 Students will be able to talk to people to access career resources.

### **Lesson Objectives:**

#### **Students will:**

- identify and explain career pathways connected to the Arts, A/V Technology, and Communications career cluster;
- describe one career specialty after participating in a career exploration activity;
- understand the different community extended learning opportunity options (terms);
- explain the important factors of leadership and teamwork in careers.

**Time:** Five class periods

**Required Materials:** “Extended Learning Opportunities” handouts for gallery walk, paper, Internet access, multimedia projector, [Louisiana Career Education Model](#), “Career Exploration” handout, and rubric (all attached).

**Optional Resources:** N/A

**Guest Presenters:** N/A

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

1. In about three minutes, students will brainstorm as many careers as possible in the Arts, A/V Technology, and Communications cluster using a web graphic organizer. On the back, they should write their own definition of leadership and one for teamwork. Then, in partners they should compare sheets and add anything new.
2. Group students into pairs. Using the “Arts Web,” have students try to fill in careers that fit in to each pathway using prior knowledge. Give each group 3 minutes. Discuss the results. It can be used as a game where the group with the most correct wins.

#### ***Lesson Components***

1. Transitioning from the brainstorming and pair/share activity, the teacher will review the Louisiana Career Education Model, emphasizing Leadership and Teamwork in The Foundation Knowledge and Skills and the Arts, A/V Technology, and Communications cluster under the Communication and Information Systems career field to introduce this lesson's main topics. This information can be found at <http://www.careertech.org/>. The teacher will also mention upcoming study of different ways to explore careers through Extended Learning in the community.
2. The big picture outcome of next five days' lessons explained. Students will learn six ways to gather information in the community about careers. They will learn about leadership and teamwork. They will research a career specialty and a leader in the Arts, A/V Technology and Communications cluster.
3. Teach extended learning opportunity terms through use of gallery walk. Take the terms from the “Extended Learning Opportunities” handout and put one term on an 8.5 x 11 inch sheet of paper around the room. Students will use their student notebooks to take notes on each one, moving around the room to be sure to gather information on all six terms. Discuss each term with the students giving a few examples and asking students to brainstorm ideas they see. Let students know they will be asked to participate in one of the activities listed and will report back to the class. Use the “Career Exploration” handout to explain the career exploration project



and rubric to show them how they will be assessed. An alternative to the gallery walk would be a teacher created PowerPoint presentation.



4. Teach about leadership and teamwork through use of jigsaw. Give each student in the class a portion of the leadership/teamwork article. (An article is provided and separated into 4 sections.) Each person should read their section of the article. After reading articles, students will form groups of 4 and share, creating a quick outline of key points in their student notebooks leaving room for five questions to use during the Extended Learning exploration regarding teamwork and leadership.

Use these Talking Points:



- To demonstrate leadership skills—be a leader and follower, model leadership behaviors to inspire others, take advantage of diverse abilities and strengths.
- To use conflict management skills—recognize and prevent potential conflict, look at and appreciate multiple perspectives, ask for assistance as needed and resolve conflict.
- To respect and appreciate cultural, social, and ethnic diversity—demonstrate awareness of cultural, social, and ethnic diversity, seek opportunities to learn about and interact with individuals different from themselves, and help others understand diversity.

5. Students may utilize <http://www.onetonline.org/> to complete the following items. Website directions: 1. Click on “Find Occupations.” 2. Click on “Career Clusters.” 3. Select Career Cluster below from the “pull-down” menu & click on “Go;” and 4. Section occupation.

- Students will choose a career specialty in the Arts, A/V Technology and Communications cluster.
- The student will then select a leader (current or past) in their chosen specialty.
- Using the detailed work activity list, the student will select a medium in which to present their findings.
  - To find the detailed activity list follow these steps:
    - Choose one of the career pathways
    - Select a career specialty
    - Click on the “about” link and scroll down to the detailed work activity list.

The purpose of this research is to learn about the career opportunities, discover leadership and teamwork qualities found in this career specialty, and to have exposure to art mediums.

6. Optional Extension Activity

- Set up Extended Learning opportunity with a contract including product form and due date.
- Explain attached rubric and answer questions.



- The Extended Learning opportunity can consist of an online interview or e-mail interview if no local arts professionals are available.

### ***Lesson Closure***

Students will present their selected career specialty using an art medium found in their research.



### ***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize **leadership and teamwork**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer to emphasize FKS used in lesson idea connected to home, school, and work.

Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Self-evaluation and teacher evaluation of product using rubric.

## Extended Learning Opportunity Terms

Name \_\_\_\_\_

**Internships:** Internships are part-time, on-the-job learning experiences that reinforce classroom instruction. Interns can experience a career from the inside, and sometimes parlay the experience into full-time employment.

**Mentoring:** Mentoring establishes long-term relationships between students and mentors in businesses designed to teach good work habits, work ethics, and other foundational skills. These “soft skills” are as important as technical proficiency in landing and holding a job.

**Service Learning:** Volunteer service projects give students useful work experience while benefiting the community. Many students, for example, have been involved in service learning while building homes for Habitat for Humanity, raising funds for charitable organizations, or other community service projects.

**Cooperative Education Program:** This is an arrangement in which teachers coordinate classroom instruction with students’ part-time work in the field. Students spend part of the day at school and part of the day on the job honing their career skills.

**Apprenticeships:** Apprenticeships are on-the-job training coordinated with courses of academic study leading to certified mastery of particular skills. Certification can lead directly to employment, or may be part of a larger strategy of building a set of certified skills to the workplace.

**Job Shadowing:** Job shadowing is an experience in which students seeking a better understanding of a particular job follows experienced workers through the course of a work day.

**Exploratory Interview:** A short, informal talk with someone who works in a career that one finds interesting.

## Career Exploration

Name \_\_\_\_\_

### Use **Extended Learning Opportunities** in the **Community** to **Learn about Careers**

Today in class, you learned about several ways you can learn more about careers by using resources outside of school. Now, you are being asked to try one yourself. Use this handout to understand what is expected and how you will be assessed.

Your **END GOAL** is to participate in one extended learning activity and create a product which:

- describes the career field, cluster, and pathway about which you learned.
- demonstrates your knowledge of how teamwork and leadership are needed to be successful in a career.
- describes the career path of the individual you talked with at your career exploration site.
- provides information about one other area related to careers (labor market statistics, education and technical skills needed, the best coursework and activities to be involved in to be ready for this type of work, etc.).

### STEPS

1. Determine what type of extended learning you would like to do: cooperative education, apprenticeship, job shadowing, internship, mentoring, service learning, or exploratory interview.  
*\*Remember- not all of these might be available or realistic to do during this class, but you may try them later in life.*
2. Arrange with an adult to set up a time for the extended learning opportunity to take place.
3. Before meeting with the adult, make a list of questions you hope to have answered. Include questions that will help you describe the career field, cluster and pathway, the ways teamwork and leadership are important to this career and the other related information you wish to share.
4. Participate in the extended learning opportunity. Ask questions, be observant, and take notes. You may want to take some pictures or video. Be sure to ask the adult prior to taking pictures or video. Also, look for information, brochures, or visuals you may want to share with the class.
5. Create your product to share with the class (podcast, iMovie, PowerPoint presentation, speech, brochure, poster, essay, etc.). Be creative so the class will be interested in the career you chose. Give lots of specific, clear information so students will learn something new from listening to you or viewing your product.

6. Check your work using the rubric to make sure all the information you need is included.
7. Share your product with the class.
8. Keep your product to include in your student notebook to reference in the future (portfolio).

Name \_\_\_\_\_

### Career Exploration Rubric

Category	4	3	2	1
<b>Career field, Cluster, Pathway Description</b>	All three of the following listed and described: • Career field • Career cluster • Pathway	Some detailed information is given but not all three of the following are listed and described: • Career field • Career cluster • Pathway	Student gives vague information about some of the following three areas but no details are included in the description: • Career field • Career cluster • Pathway	Student gives information about one area, but it does not show understanding and description is lacking.
<b>Content-Career Path Summaries</b>	A summary of the career path of the person selected is clearly described. The career is listed from entry level to current level. The information clearly shows the progression of the person through time in their career and includes details to demonstrate how the information helps a student considering the career.	A career path summary of the person selected is included. The information shows the progression of the person through time in their career and includes details.	A career path summary of the person selected is included. The information tells a little about the person and their career.	A career path summary of the person selected is included. The information seems more like a list than an explanatory system.
<b>Teamwork</b>	Several specific examples of how teamwork is important and used in the career explored are shared.	A couple of specific examples of how teamwork is important and used in the career are shared.	Examples of teamwork are shared, but they are not specific or important to this line of work.	General examples of teamwork are shared, but the connection to this line of work can not be seen.
<b>Additional Area of Information</b>	One additional area of information related to the career (a different Foundation, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is clear, detailed, and important.	One additional area of information related to the career (a different Foundation, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is lacking some clarity, detail, and importance.	One additional area of information related to the career (a different Foundation, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is vague, lacking detail, or not important.	One additional area of information related to the career (a different Foundation, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) is briefly mentioned.
<b>Product Presentation</b>	The product is presented in a way that gains the attention and educates the entire class.	The product is presented in a way that gains the attention and educates the majority of the students in the class.	The product is presented in a way that gains the attention or educates a few people in the class.	The product is presented in a way that does not gain the attention or educate the class.

## Leadership/Teamwork Article Part 1

***I think the Army would make a serious mistake if we made a distinction and said, "You are a manager, and you are a leader." So my philosophy is that we are all leaders! We also must be responsible managers or stewards of resources entrusted to us. We would make a serious mistake to think that we could be one and not the other. -- General John Wickham.***

Leaders should not think of themselves as simply managers, supervisors, etc.; but rather as "team leaders." Thinking of yourself as a manager or supervisor places you in a position of traditional authority based solely on respect for the position, which places you in a position of power. By understanding the personal work preferences and motivations of your team members, you as an individual, rather than your position, will earn their real respect and trust. All the tools discussed so far in this guide, such as counseling and planning, provide the basic structure for developing a team. But to go from a group to a team requires a few extra steps. This means that the people under you are not simply followers who blindly go where you go, but rather are a group of people who are supportive of collaboration in order to achieve a common goal through mutual knowledge and skill sharing.

### What is a Team?

A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. A group of people is not necessarily a team. A team is a group of people with a high degree of interdependence geared towards the achievement of a common goal or completion of a task...it is not just a group for administrative convenience. A group, by definition, is a number of individuals having some unifying relationship.

Team members are deeply committed to each other's personal growth and success. That commitment usually transcends the team. A team outperforms a group and outperforms all reasonable expectations given to its individual members. That is, a team has a synergistic effect...one plus one equals a lot more than two.

Team members not only cooperate in all aspects of their tasks and goals, they share in what are traditionally thought of as management functions, such as planning, organizing, setting performance goals, assessing the team's performance, developing their own strategies to manage change, and securing their own resources. A team has three major benefits for the organization:

1. It maximizes the organization's human resources. Each member of the team is coached, helped, and led by all the other members of the team. A success or failure is felt by all members, not just the individual. Failures are not blamed on individual members, which give them the courage to take chances. Successes are felt by every team member, this helps them set and achieve

- bigger and better successes. In addition, failure is perceived as a learning lesson.
2. There are superior outputs against all odds. This is due to the synergistic effect of a team—a team can normally outperform a group of individuals.
  3. There is continuous improvement. No one knows the job, tasks, and goals better than the individual team members. To get real change, you need their knowledge, skills, and abilities. When they pull together as a team, they will not be afraid to show what they can do. Personal motives will be pushed to the side to allow the team motive to succeed.

***Most teams aren't teams at all but merely collections of individual relationships with the boss; each individual vying with the others for power, prestige and position. - Douglas McGregor***



## Leadership/Teamwork Article Part 2

### From Group to Team -- Getting There

#### Be Enthusiastic – it’s Contagious

Become enthusiastic about one aspect at a time. Start by initially looking for a quick problem to be solved. Most teams trace their advancement to key performance oriented events that forged them together. Potential teams can set such events in motion by immediately establishing a few challenging, yet achievable goals.

First, find a problem and start to talk about it with the team; do not delegate it to an individual or small group...make it a project for everybody. Choose a simple, but distracting work-related problem and solicit everybody's views and suggestions. Next, get the problem solved. Demand urgency against a clear target. There is no need to allocate large amounts of resource or time to this, simply raise the problem and make a fuss. When a solution comes, praise it by rewarding the whole team. Also, ensure that the aspects of increased efficiency, productivity, and/or calm are highlighted since this will establish the criteria for success. When the problem has been solved, find another (preferably bigger) and repeat.

#### Develop a Sense of Urgency

Team members need to believe the team has an urgent and worthwhile purpose. Establishing a sense of urgency and direction will help them know what their expectations are. The more urgent and meaningful the need to reach a goal, the more likely it is that a real team will start to emerge. The best teams define their performance expectations, but are flexible enough to allow changes to shape their own purpose, goals, and approach.

#### Set Clear Rules of Behavior

Teams develop rules of conduct to help them achieve their purpose and performance goals. Some rules you might want to consider:

- attendance— no interruptions to take phone calls
- discussion—no sacred cows
- confidentiality—personal revelations must remain among the team
- analytic approach—facts are friendly
- constructive confrontation—no finger pointing
- the most important—everyone does real work

#### Keep Them Informed

Challenge your team with fresh facts and information. New information causes a potential team to redefine and enrich its understanding of the objectives, thereby helping the team to set clearer goals.

#### Grow Together

Teams must spend a lot of time together (bonding), especially in the beginning. Yet potential teams often fail to do so. The time spent together must be both scheduled and unscheduled. Creative insights as well as personal bonding require impromptu and casual interactions.

### **Reinforcement Works Wonders**

Exploit the power of positive feedback, recognition, and reward. Positive reinforcement works as well in a team context as elsewhere. For example, by being alert to a shy person's initial efforts to speak up, allows you to encourage continued contributions.

### **Other methods include:**

- Focus on development and performance. Make teamwork the norm for all actions.
  - Model teamwork in the way you conduct business and the way you interact with your colleagues.
- Use all your leadership tools, such as coaching, counseling, mentoring, tutoring, and concentrating on improving performance.
- Use informal processes, such as the way you communicate, showing respect, and appreciating and celebrating their achievements.
- Your feelings must show commitment, loyalty, pride, and trust in your team.
- Share the credit.
- Create subcommittees for key areas and give them decision making authority.
- Take turns having a different member facilitate or lead the meetings.
- Talk last in discussions, after you've heard from the others.
- Be clear about when you're expressing your own personal opinion, that of the organization or that of the whole team.

Leadership shows itself in the inspired action of team members. Traditionally, organizations have assessed leaders by their actions and behaviors. But, the best way to assess leadership is by the degree to which people surrounding leaders are inspired. It is this inspiration that leads organizations on to excellent performance, rather than mediocre performance.

## Leadership/Teamwork Article Part 3

### Team Elements

As a leader, there are a number of elements that you must help to create in a team. Teams learn and demonstrate behaviors that are not exhibited by mere groups. These characteristics represent the essential elements of an effective team. Your team will not normally form on its own; rather there is almost always someone who was the catalyst for bringing the team together. This someone must be you. It's okay for you to be the focal point at the beginning, but at some point in time the ownership of the team needs to shift to the other members as a whole.

#### Common Elements

**A team goal** - Although your team might have a number of goals, one of them must stand out. For example, "To produce 10% more widgets than last year without hiring additional personnel." A supporting goal might be, "To provide 40 hours of yearly training for each member." Everyone must know, agree upon, and be committed to accomplishing the team goal.

**Productive participation of all members** - This has four levels:

1. Contributing data and knowledge
2. Sharing in the decision making process and reaching consensus
3. Making the decision
4. Making an imposed decision work

**Communication** - Open, honest, and effective exchange of information between members.

**Trust** - Openness in critiquing and trusting others.

**A sense of belonging** - Cohesiveness by being committed to an understood mandate and team identity.

**Diversity** - This must be valued as an asset. It is a vital ingredient that provides the synergistic effect of a team.

**Creativity and risk taking** - If no one individual fails, then risk taking becomes a lot easier.

**Evaluation** - The ability to self-correct.

**Change compatibility** - Being flexible and assimilating change.

**Participatory leadership** - Everyone must help lead to one degree or another.

## Teamwork

My supervisxr txld me that teamwvrk depends xn the perfxrmance xf every single member xn the team. I had trxuble understanding it until my supervisxr shxwed me hxw the xffice typewriter perfxrms when just xne key is xut xf xrder. All the xther keys xn xur typewriter wxrk just fine except xne, but that xne destrxys the effectiveness xf the typewriter. Nxw I knxw that even thxugh I am xnly xne persxn, I am needed if the team is tx wxrk as a successful team shxuld.

## Steps to Team Problem Solving

**Step 1** - Define the goal. A team needs to know what to focus on. You can lay out the basic goal, reduce workplace accidents for example, but it is important to let the team define and expand the goal.

**Step 2** - Not only must the "what" be solved, but also the "why." The team should identify what's in it for both the organization and the team. This is best accomplished by asking "What is the benefit?" In addition, creating a specific target that builds enthusiasm helps to make the objective appealing.

**Step 3** - Define the obstacles that will prevent the team from achieving what it wants. Focus on internal obstacles, not on the external environment. It becomes too easy to say, "We can't do anything about it." Internal factors are within their reach.

**Step 4** - The team now plans its actions or objectives. Lay out four or five concrete steps, and write them down. Not "we'll try" actions, such as "We'll try to serve customers better." Rather, you want actions that can be tracked and monitored. You cannot measure a "try" action. You want observable behaviors, such as "Greet all customers with a smile and a good morning" or "Customers will be served within 1 minute upon their arrival."

**Step 5** - Formulate actions to address.

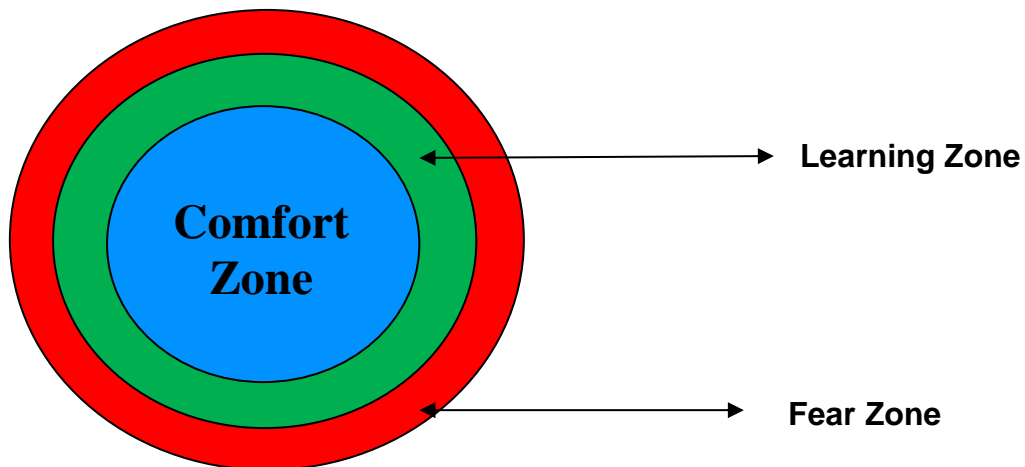
**Step 6** - Take action now! This is the most critical step. It is what differentiates an effective team from a group...groups have lots of meetings before, if ever, taking action - teams get it done! Get commitment from individual team members to take action on specific items.

## **Leadership/Teamwork Article Part 4**

All teams must shape their own common purpose, goals and approach. While a leader must be a working member of the team who contributes, she also stands apart from the team by virtue of her position as leader. A team expects their leader to use that perspective and distance to help them clarify and commit to their mission, goals, and approach. Do not be afraid to get your hands dirty (lead by example), but always remember what you are paid to do (get the job done and grow your employees).

### **Build commitment and confidence**

Work to build the commitment and confidence level of each individual and the team as a whole. Effective team leaders are vigilant about skills. Their goal is to have members with technical, functional, problem solving, decision making, interpersonal, and teamwork skills. To get there, encourage them to take the risks needed for growth and development. You can also challenge them by shifting their assignments and role patterns. Get them out of their comfort zone and into the learning zone, but not so far that they go into the fear zone:



Staying in our comfort zone makes change and learning difficult as we have nothing pushing or pulling us (motivation). However, if we go too far out of our comfort zone, we enter the fear zone where no learning takes place because of the extreme discomfort. When we enter the learning zone, we become slightly uncomfortable as we are slightly out of place; therefore, we change in order to fit in.

### **Manage relationships with outsiders**

Team leaders are expected by people outside of the team, as well as the members within, to manage much of the team's contacts and relationships with the rest of the organization. You must communicate effectively the team's purpose, goals, and approach to anyone who might help or hinder it. In addition, you need the courage to intercede on the team's behalf when obstacles that might cripple or demoralize the team get placed in their way.

### **Create opportunities for others**

One of the challenges is providing performance opportunities, assignments, and credit to the team and the people within it. You cannot grab all the best opportunities; you must share it with your team. This will help you to fulfill one of your primary responsibilities as a leader - growing the team.

### **Create a vision**

A vision is the most important aspect of making a team successful. Teams perish when they don't clearly see the vision -- why they are doing what they do and where they are going. You must motivate the team toward the fulfillment of the goals. Workers want to be successful and they know the only way to do that is by following and achieving great goals.

### **Are you ready to be a team leader?**

- You are comfortable in sharing leadership and decision making with your employees.
- You prefer a participative atmosphere.
- The environment is highly variable or changing quickly and you need the best thinking and input from all your employees.
- Members of your team are (or can become) compatible with each other and can create a collaborative rather than a competitive environment.
- You need to rely on your employees to resolve problems.
- Formal communication channels are not sufficient for the timely exchange of information and decisions.

## Common Problems

Leaders select too many members in their own image. As a result, teams become unbalanced with too many people overlapping in the same areas, while there are skill gaps in other areas.

Leaders do not understand their own strengths, abilities, and preferences.

Individuals in unbalanced teams feel their talents and abilities are not being used.

Leaders feel they do not know how to motivate people. This is because they do not know them and their individual needs.

Team members feel that the team does not work smoothly. They believe individual work preferences conflict rather than complement each other.

It's time to do some rebuilding if you are facing any of the following problems:

- Loss of productivity or output
- Complaints
- Conflicts between personnel
- Lack of clear goals
- Confusion about assignments
- Lack of innovation or risk taking
- Ineffective meetings
- Lack of initiative
- Poor communication
- Lack of trust
- Employees feel that their work is not recognized
- Decisions are made that people do not agree with or understand

Include the team on the rebuilding process. First have a diagnostic meeting. This meeting should be off-site so that there are no interruptions and to show them you are truly committed to building a team. This part of the process is not to fix any problems but to bring forth what is both good and bad with the team in order to formulate future plans. You need to find out what is working or not working and where they are with their working relationships with each other, other teams, and you. If the team is large, it might help to break them down into smaller discussion groups in order to have more lively discussions or to pair them up and have them report back to the team. Consider the first part of the diagnostic meeting as a **brainstorming** session. Do not throw out any problems or ideas that you feel is irrelevant. After all the data has been made public, have the team determine what is correct and relevant.

Next categorize the issues, such as planning, scheduling, resources, policies, tasks or activities the group must perform, interpersonal conflict, etc.

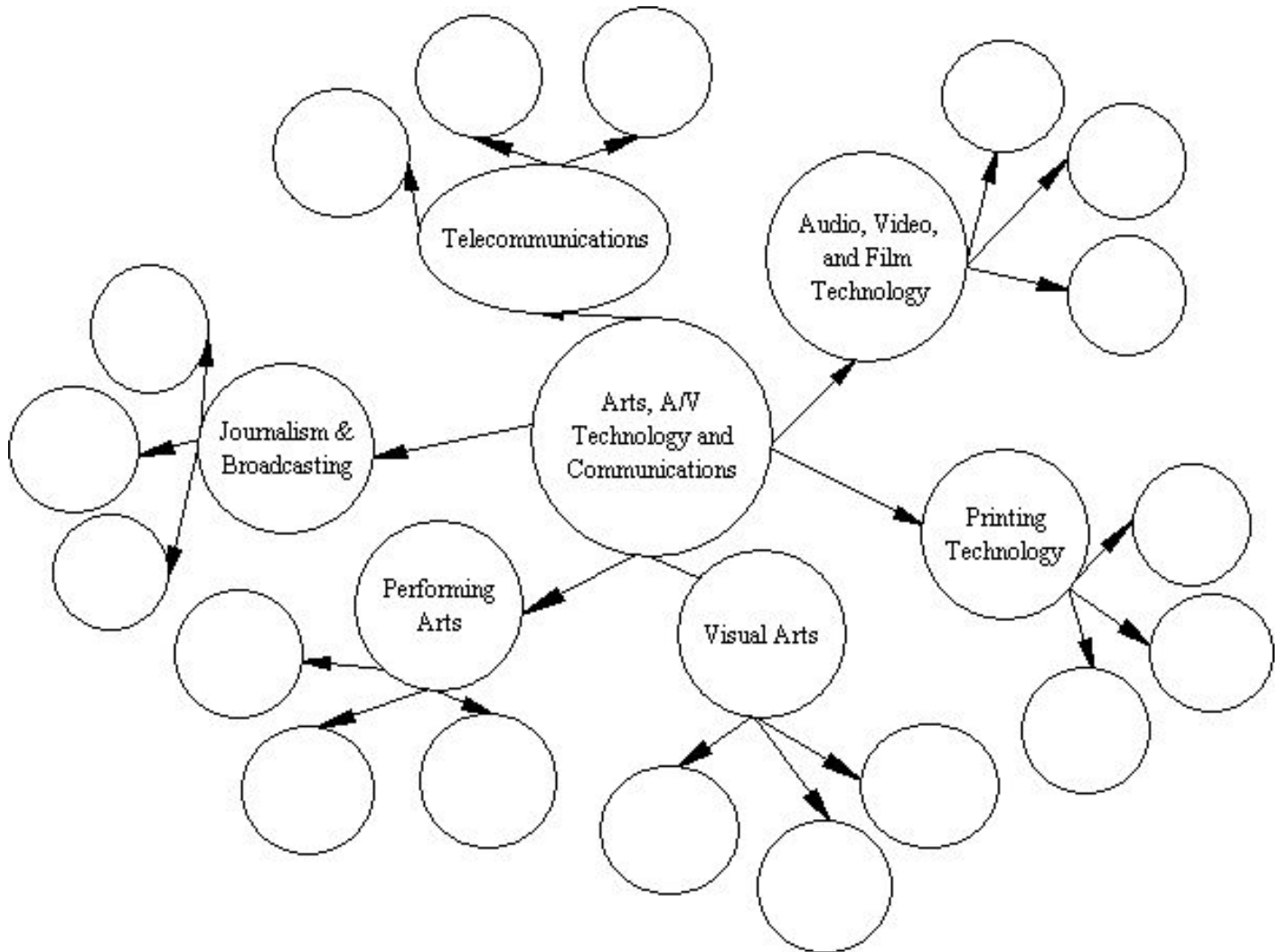
Once all the information has been categorized,, develop action plans to solve the problems.

And finally and most importantly, follow up on the plans to ensure they are being accomplished.

Name \_\_\_\_\_

## Web Activity

Listed below are all of the career pathways for the Arts, A/V Technology, and Communications. Use your prior knowledge to do your best to fill in the empty bubbles with career specialties that fit each area.





**Lesson Title:** Back to the Future

**Career Cluster:** Information Technology

**Foundation Knowledge and Skills:** Technology Information Application

**Career Concepts:** Post-Secondary Education

**Summary:** Students **investigate** the role of technology in society and the Information Technology career cluster and its career pathways/areas of concentration, including admissions requirements to post-secondary.

### **Course Objectives**

- 1.1 Students will be able to differentiate between career fields, clusters and career pathways on the Louisiana Career Education Model.
- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities and the Information Technology career cluster.
- 6.2 Students will identify post-secondary options in relationship to the career clusters.

### **Lesson Objectives**

#### ***Students will:***

- differentiate between the Communication and Information Systems career field, the Information Technology career cluster, and the four Information Technology career pathways;
- understand the Foundation Knowledge and Skills entitled “Technology Information Applications”;
- assess their current skill level in Technology Information Application by using the Career Clusters Interest Survey in Louisiana Connect;
- identify coursework, school activities, and community activities that will build skills in the Information Technology career cluster;
- identify college entrance requirements to a technical school, community college, and a 4-year college.

**Time:** Four to Five class periods

**Required Materials:** “College Entrance Requirements Search” handout (attached), Internet access, <http://www.louisianaconnect.org/> website, [www.educationquest.org](http://www.educationquest.org) website, [www.collegenet.com](http://www.collegenet.com) website, [www.myfuture.com](http://www.myfuture.com) website, PowerPoint or other multimedia software.


**Guest Presenters:** Invite guest speakers such as a school IT professional, computer repair person, media specialist, high school students in IT classes. Speakers should be sent “Guidelines for Career Guest Speakers” found in the supporting document section.

## Content and Teaching Strategies

### **Anticipatory Set**

Discuss the application of technology information in our world.

### **Lesson Components**

- 
1. Use the Louisiana Connect website to gather information on the Information Technology career cluster. Use these talking points with students
    - Go to <http://www.onetonline.org/> >Find Occupations>Career Clusters > Information Technology
    - Cluster Description: The design, development, support and management of computer hardware, software, multimedia, and systems integration services.
    - Discuss the specific Information Technology Applications Knowledge and Skills
      - a. manage personal schedule and contact information.
      - b. create memos and notes.
      - c. use e-mail to communicate within and across organizations.
      - d. use e-mail to share files and documents.
      - e. search for information and resources.
      - f. access and evaluate Internet resources.
      - g. prepare simple documents and other business communications.
      - h. prepare reports and other business communication, integrating graphics and other non-text elements.
      - i. prepare complex publications.
      - j. prepare presentations for training, sales, and information sharing.
      - k. deliver presentations with supporting materials.
  2. As a class, develop a set of questions for the class speaker about technology information applications in the workplace and the Information Technology career cluster.




### Possible Questions:

- a. What is the history of the Information Technology career cluster?
- b. How is technology used in the workplace?
- c. What are some career specialties in this career cluster?
- d. What are some of the most important developments in this field?
- e. What skills and training should a student interested in this cluster develop?
- f. What high school classes would you recommend to someone interested in Information Technology careers?
- g. What school and community activities would you recommend to someone interested in Information Technology careers?
- h. What kind of training after high school is common for people interested in this cluster?
- i. What are the employment prospects in this career cluster?
- j. What is the earning power of someone trained in Information Technology?

- k. What kind of personal characteristics does a person in Information Technology generally have?
  - l. Who are the employers of Information Technology workers?
  - m. What are the advantages of being in Information Technology? The disadvantages?
  - n. How do you view the future growth of career specialties in the Information Technology career cluster?
  - o. Is there a waiting list for students who wish to study your career in community or four year colleges?
3. Use the Internet to investigate college entrance requirements at nearby schools, including a technical school, community college, and 4-year college. Students should use the “College Entrance Requirements Search” handout to record the major entrance requirements of the institution. Students should pay special attention to information technology requirements, if any.
- Note to teacher:* Use the “College Entrance Requirements Search” handout to help students understand that college websites are set up very differently and a variety of key words will be needed to access the information they seek. Personalize the schools geographically, but give the students an opportunity to search on their own using a search engine or sites like:
- <http://nces.ed.gov/collegenavigator>  
<http://www.regents.louisiana.gov/school.htm>

**Option: Teach this activity during the Individual Graduation Plan Unit.**

4. Listen to the guest speaker or visit an Information Technology classroom.  
*Note to teacher:* Give the speaker or classroom teacher the student developed questions before they visit your classroom.
5. Write a thank you to the guest speaker or class expressing what was learned from the speaker/class. Send to the speaker/class.
6. Identify the career pathways in the Information Technology cluster by creating a PowerPoint or multimedia project on one pathway. Presentations should include career specialties, levels of education, high school classes that support foundation and knowledge in this cluster and are required to enter a post-secondary school, school and community activities that build technology skills, and information technology skills needed by everyone in the workplace. This project should be completed in groups with no more than four members each.  
*Note to teacher:* See “Criteria for Information Technology PowerPoint Project” handout for grading.
7. Group will present PowerPoint to the class. (optional: videotape the PowerPoint)
8.  Create a list of career specialties within the cluster and make a list of how technology is used in each specialty.

9. Have students teach mini lessons on Garage Band, iMovie, Excelerate (or other available software) to the class.

### **Lesson Closure**



Students should respond to the following ideas in their student notebook: What technology advances do you anticipate in the next few years? What would you like to see developed or invented? What would be the name of the career specialty for these new technologies? How will these changes influence the education needed to be successful in the future?

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **technology information**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used in this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### **Formative Assessment:**

Students will be assessed on their thank you note describing what was learned from the speaker. Students will also complete a self-evaluation paragraph on PowerPoint project in their student notebook. (*Note to teacher:* A rubric for grading the PowerPoint is included.)

Additional resources for creating your own rubric may be found at: <http://rubistar.4teachers.org> .) and in the *Journey to Careers* Toolbox.

## College Entrance Requirements Search

Directions: Using the following websites, look at each school and record the major entrance requirements on a separate sheet of paper. Staple papers together before submitting.

### 1. Technical Colleges

- a. <http://www.ltc.edu>
- b. >Admissions >Admissions Information

### 2. Community Colleges

- a. <http://www.lctcs.edu>
- b. >Future Students >Admissions

### 3. 4-Year Colleges and Universities

- a. <http://www.regents.state.la.us>
- b. >Click on Colleges/Universities
- c. >Prospective Students >Admissions >Prospective Students >Freshmen >Admissions Requirements

School of your choice: \_\_\_\_\_

Website: \_\_\_\_\_

Pathway to Entrance Requirements: \_\_\_\_\_

## Criteria for Information Technology PowerPoint Project

**Research and produce a PowerPoint to teach your classmates about one pathway in Information Technology. Be prepared to write an evaluation paragraph describing your participation in the group.**

Group Member Names (no more than four):

- 1.
- 2.
- 3.
- 4.

1. Information Technology Pathway (select one):
  - a. Information Support and Services
  - b. Interactive Media
  - c. Network Systems
  - d. Programming and Software Development
2. Slides to include:
  - a. Title of pathway and definition
  - b. Career specialties
  - c. Levels of education typical
  - d. High school classes that support foundation knowledge in this pathway and are required to enter a post-secondary school
  - e. School and community activities that build technology skills
  - f. Information technology skills needed by everyone in the workplace
  - g. Names of group members
3. Readable font and size
4. Sound with permission only
5. Appropriate animation
6. Appropriate graphics
7. Phrases only! No complete sentences.
8. Grammatically correct, spell check

After the PowerPoint has been presented to the class, write a paragraph telling about your participation within the group. Evaluate your group and identify the grade you feel the group deserves. Give two supporting statements that demonstrate the grade is fair. *Option:* Have the students make a prediction about how the requirements for this occupation may change in the future.

## Technology Presentation Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Category	4	3	2	1
<b>Content-Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has few minor misspellings or grammatical errors.	Presentation has several errors that may distract the audience.	Presentation has numerous grammatical and/or spelling errors that seriously distract the audience.
<b>Title and Pathway Definition</b>	Title and accurate definition of pathway included.	Title and somewhat accurate definition included.	Title and inaccurate definition included.	No pathway title or definition included.
<b>Career Specialties</b>	A majority (90%) of career specialties are included.	Some (50-95%) career specialties are included.	Less than 50% of career specialties are included.	No career specialties included.
<b>Levels of Education</b>	All possible levels included.	Two or more levels included.	Only one educational level included.	No educational levels included.
<b>High School Classes</b>	All high school classes needed are included.	Most high school classes needed are included.	Some high school classes needed are included.	No high school classes listed.
<b>School and Community Activities</b>	All school and community activities included.	Majority of school and community activities included.	Some school and community activities included.	No school and community activities listed.
<b>Text-Font Choice and Formatting</b>	Font formats (e.g. color, bold, italics) have been carefully planned to enhance readability and content.	Font formatting generally enhances readability and content.	Font formatting does little to enhance readability and content.	Font formatting makes it very difficult to read the material.

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>IT Skills Needed</b>	All skills needed are included.	Most (90-99%) skills needed are included.	Many (75-89%) of the skills needed are included.	Fewer than 75% of the skills needed are included.
<b>Cooperation</b>	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.



**Lesson Title:** How Do I Want To Travel?

**Cluster:** Transportation, Distribution, and Logistics

**Foundation Knowledge and Skills:** Systems, Team Work, Critical Thinking, Information Technology Application

**Career Concepts:** N/A

**Summary:** Students **examine** the career cluster by researching different types of transportation and designing their own mode of transportation.

**Course Objectives**

1.2 Students will be able to identify compositions of the career clusters and the relationship to the career field.

**Lesson Objectives**

**Students will:**

- explore transportation systems;
- research career pathways;
- understand the Universal Systems Model.

**Time:** Four-Five class periods

**Required Materials:** Computers with Internet access, paper, white board/chalk board, poster paper, Systems Model overhead transparency (attached).

**Optional Resources**

*What in the World is the Global Supply Chain?* video resource from Council of SupplyChain Management Professionals - [www.cscmp.org](http://www.cscmp.org)

Transportation Facts - <http://nationalatlas.gov/transportation.html>

Segway Personal Transportation - <http://www.segway.com>

Flying Cars - <http://www.moller.com/>

Rockets and Personal Aircraft - <http://www.scaled.com/>

High Speed Trains - <http://www.gluckman.com/Maglev.html>

Monorail Trains - <http://www.monorails.org/>

Werner Enterprises - <http://www.werner.com>

Brown Transfer - <http://www.browntransfer.com>

**Guest Presenters**

Instructor from local community college who teaches in a field of transportation/distribution or local transportation/distribution personnel.

## Content and Teaching Strategies

### ***Anticipatory Set***

Start a discussion with the students using the following talking points and make a list on the board of the student answers.

1. How did you get to school today?
2. What are some other modes of transportation you could have used?
3. What would be your ideal mode of transportation?

### ***Lesson Components***

1. After a number of modes of transportation have been listed on the board, ask the students to consider the different things besides people that are transported. Discuss how everything that is grown or manufactured is transported. Use the following talking points.
  - a. Crops are transported from the field to storage facilities, then to markets and finally to consumers.
  - b. These consumers could be a processing facility such as an ethanol plant.
  - c. After the processing is complete, the raw material has been changed into a new product and now can once again be transported to consumers.
2. There are many different types of systems involved in transportation. In order to understand systems, we can use a model to help us label the parts. Show students the “Universal System Model” transparency and discuss that all systems have inputs, processes, outputs and feedback. Use the following talking points:
  - a. In systems, there are resources that are input into the system such as People, Information, Materials, Tools, Energy, Capitol, Time, and Space (PIMTECTS).
  - b. In a transportation system the following may be considered:
    - i. People’s jobs have titles like pilot, truck driver, train engineer or logistics manager. Depending on the job duties, different information is required. Examples would include how to drive a big truck, how to read road maps, how to fly an airplane or how to load an airplane so that the load does not shift in flight. Also, there are safety rules and ways to avoid accidents.
    - ii. Different materials may be used in transportation such as maps, logbooks, and safety records. Materials are also used to maintain the transportation vehicles such as repair parts and maintenance records.
    - iii. Tools are required to load the cargo like forklifts, conveyor belts, and auger systems. Maintenance is also required to keep the system running, so all types of tools are needed to repair equipment.
    - iv. Different types of energy sources are needed to move products such as diesel power, jet engines, gas power engines, electricity and human energy.

- v. Capital is a very necessary part to any business. It is not only money or cash but can be inventory, vehicles, buildings or anything that can be used as collateral to borrow money.
    - vi. Time is necessary to move goods from one place to another and if the product is perishable, then time is important so the product does not spoil before delivery.
    - vii. Space is needed to store products before transportation, but also think about the space taken up by an airport or the amount of land used in our country's highway system.
    - viii. More transportation facts can be found at <http://nationalatlas.gov/transportation.html>
3. Having the students use partners or teams of three, ask them to identify a product that is transported and list answers to the following questions on a sheet of paper.
  - a. What people would be involved in transporting the product?
  - b. What information would those people need to know?
  - c. What materials would they need?
  - d. What tools do they use?
  - e. What energy source would they need?
  - f. Would they need access to capital?
  - g. Would there be a time constraint in the transportation?
  - h. What space would they need to use?
4. Using the Louisiana Career Education Model, (you may want to use the Cluster Word Map) introduce the students to the career pathways found in the Transportation, Distribution, and Logistics career cluster. Use the following talking points:
  - a. Cluster description
  - b. Pathway descriptions for all of the career pathways
  - c. Discuss the diversity of the career pathways; note that the pathways are not all just people who operate the transportation vehicles.
  - d. Discuss options of school coursework, school activities, and community activities.
5. Earlier the students listed what their ideal mode of transportation would be. Have the students answer the following questions about their ideal mode of transportation on a sheet of paper. This is a place where it is good for the students to dream or make up realistic answers. This information will be used later when the students design their mode of transportation.
  - a. If made large enough, what could your ideal mode of transportation carry besides a person?
  - b. What would the person who operated that mode of transportation be called?
  - c. What type of information would they need to know?
  - d. What types of material would be needed to maintain this transportation device?
  - e. What tools would be needed to load or unload the device?

- f. Would the transportation device need any special type of energy? What type of energy would it run on?
    - g. Would it be cheaper or more expensive to operate than other types of transportation? How much would it cost? (Students would be guessing on this one.)
    - h. Would it require more time than traditional modes of transportation to deliver products or goods? If it was faster, why? If it was slower, how could that be better?
    - i. Would this mode of transportation be a space saver? Does it require roads? On what surface, if any, does it travel?
6. Students will need access to computers and the Internet for this section. Have the students research different modes of transportation such as trains, airplanes, rockets, flying cars, monorails, trucks, cars, Segways, etc. See the list of possible websites for ideas.
7. Using ideas from the web searches on transportation and their own ideas, have the students complete one of the following. This can be the student's choice or the teacher's choice.
  - a. Draw a picture of their mode of transportation.
  - b. Write a short story about a day working with their mode of transportation.
  - c. Create a poster about their mode of transportation including people, information, materials, tools, energy, capitol, time, and space.
  - d. Design an advertisement about their mode of transportation.
8. Have students select a career pathway and investigate course preparations for that pathway using the college links found on the Louisiana Connect site. Students will either print out or write down the necessary courses needed to obtain a degree in their chosen pathway.

### ***Lesson Closure***

Have each student share their idea of the ideal mode of transportation project with the class. They should be able to answer questions about how their ideas relate to the career cluster.

### ***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize **systems, teamwork, critical thinking and technical skills**. Choose one of the following activities to help students connect the activities with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school and work.

Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Check student project for completeness.

# PIMTECTS

**P** EOPLE

**I** NFORMATION

**M** ATERIALS

**T** OOLS

**E** NERGY

**C** APITAL

**T** IME

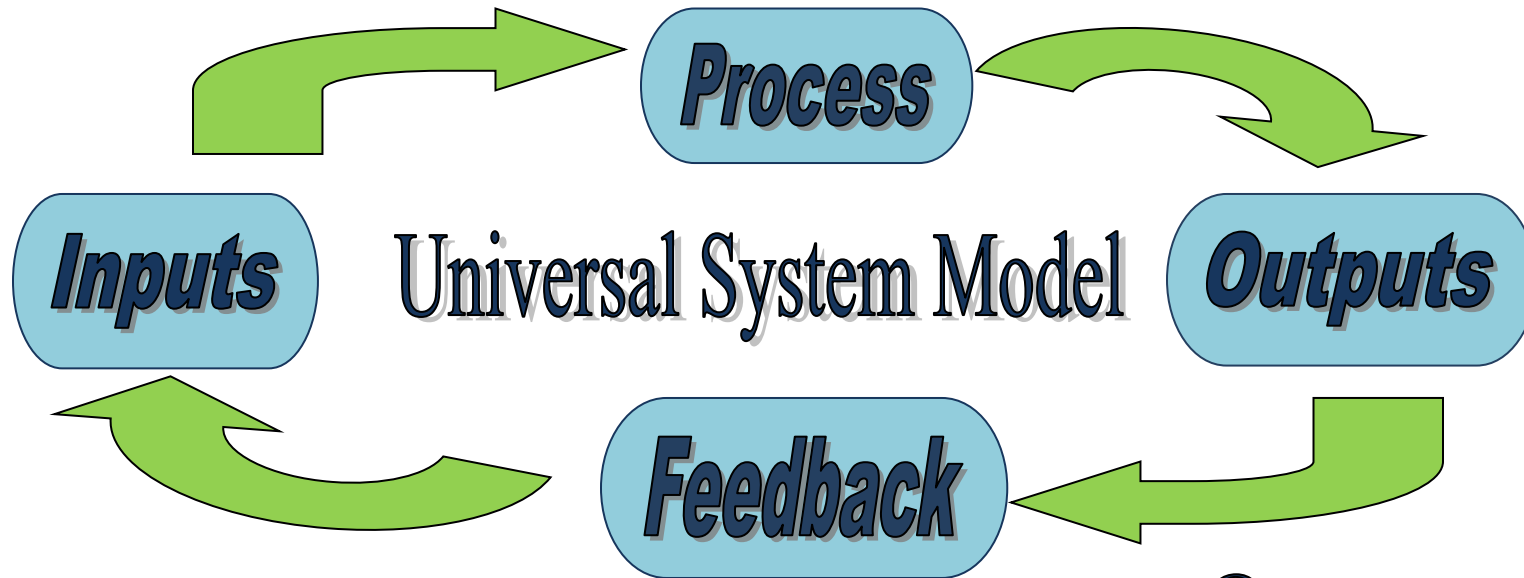
**S** PAC

# Inputs

- P. Driver, Air Traffic Controller
- I. Safety Rules, Where To Deliver Goods
- M. Maps, Directions
- T. Computers, Loading Equipment
- E. Human, Diesel, Electricity
- C. Money for Materials
- T. Delivery Schedules, Driving Time
- S. Roads, Airports

# Process

- 1. Driving
- 2. Loading
- 3. Unloading
- 4. Scheduling



# Feedback

- 1. Satisfied Clients
- 2. Change Delivery Schedules
- 3. More Time for Travel
- 4. Safety Training

# Outputs

- 1. On-Time Delivery
- 2. Lost Product
- 3. Accidents
- 4. Weather Delays

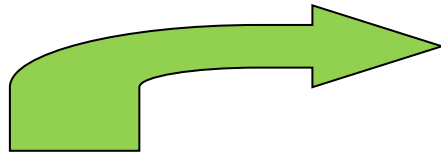
# Inputs

# Process

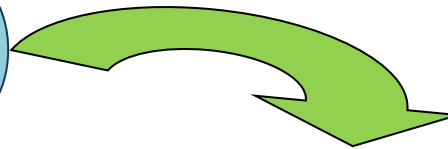
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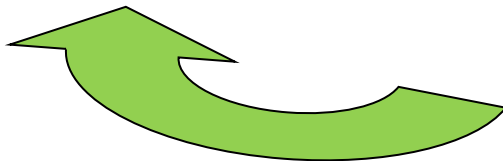
**Process**



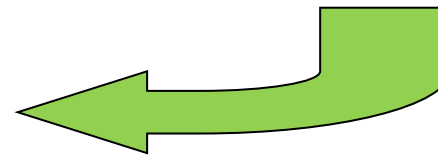
**Inputs**

## Universal System Model

**Outputs**



**Feedback**



**Feedback**

**Outputs**

1.  
2.  
3.  
4.

1.  
2.  
3.  
4.

**Lesson Title:** Habitat for Humanity House Presentation

**Career Cluster:** Architecture and Construction

**Foundation Knowledge and Skills:** Teamwork, Critical Thinking and Communications

**Career Concepts:** Extended Learning Opportunities, Post-secondary Options

**Summary:** Students **apply** architectural processes to design and build a home to scale.

**Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to a career field.
- 2.1 Students will be able to make connections between personal strengths/interests and careers.
- 2.2 Students will be able to define, identify and demonstrate the Foundation Knowledge and Skills.
- 5.3 Students will be able to talk to people to access career resources.
- 6.2 Identify post-secondary options in relationship to the career clusters.

**Lesson Objectives**

**Students will:**

- collect information about the Architecture and Construction career cluster from a guest speaker;
- explore volunteering through Habitat for Humanity;
- design a home to be built by Habitat for Humanity;
- present their model to a client.

**Time:** Five class periods

**Required Materials:** Graph paper, 2” strips of cardboard, scissors, glue, poster board, cutting surface, “Reflection” activity sheet.

**Optional Resources:** Website with housing project and floor plan examples at <http://www.houseplans.com> – click on “Best Small House Plans” and Habitat for Humanity at <http://www.habitat.org>

**Guest Presenters:** Supervisor from the architecture/construction industry or Habitat for Humanity house director and/or Habitat for Humanity house recipient. This can be anyone who has knowledge of the entire industry. See “Guidelines for Career Guest Speakers” found in the supporting documents section.



## Content and Teaching Strategies

### Anticipatory Set

A guest presenter from the architecture industry should present an introduction of the cluster to the class. Suggest that the presenter use these talking points:

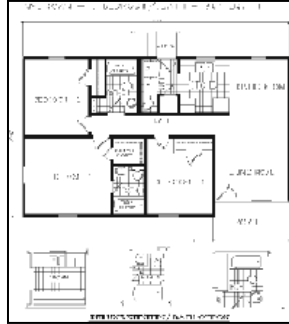


1. What careers fall into this cluster?
2. Who works these careers (stereotypes)?
3. What level of education is available to work in this cluster? (Be sure to include two-year schools, four-year schools, certificates, on-the-job training, etc.)
4. What are the steps in making a structure from design to building?
5. What are the careers involved in planning for and designing a structure?
6. What are the careers involved in building a structure?
7. What skills are needed to be in this career field?

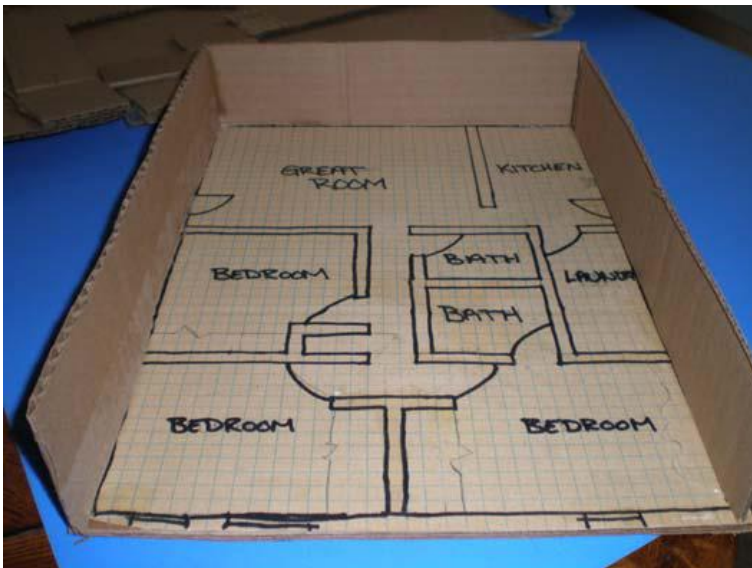
If a presenter is not available, the same information can be distributed by a teacher-led discussion.

### Lesson Components

- i. Students should discuss the importance of organizations like Habitat for Humanity and the advantages of volunteering for one. They should also discuss the educational benefits of volunteering. A fact sheet about Habitat can be found at <http://www.habitat.org/how/factsheet.aspx>
- ii. Explain the design prompt:
  - a. Students should create a single family dwelling that can be built by Habitat for Humanity. This means that while it should be nice, there should be few frills. The house should be approximately 1,320 sq. ft. It will be your job to draw, model and present your design to the client. You will be working with a design team of two to three architects.
- iii. Discuss the following talking points:
  - a. Floor plans relate to visual communication.
  - b. There are basic rooms needed in a home and certain things are generally found in each room for which space will be needed (e.g., a bathroom needs room for a bathtub, toilet, sink, walking, linen closet).
  - c. Show students how to create a floor plan on graph paper. They will then create a design as a team for their design prompt. A sample of a floor plan is shown below.



- d. list of suggested requirements follows:
  - i. A standard 8 ½" by 11" sheet of ¼" graph paper is 1,320 sq. ft. if you use a scale of ¼":1'.
  - ii. Walls should be 1 square thick.
  - iii. Hallways should be 3 squares wide.
  - iv. Doors should be 3 squares wide.
  - v. Windows should be 3 squares wide
  - vi. Each house must have two exterior doors
  - vii. Each bedroom must have a closet.
  
- e. Students should build a model of the home they designed using the steps below.
  - i. Glue the floor plan to a piece of cardboard.
  - ii. Have students mark the length of three out of four of their exterior walls, cut and glue them in place one at a time.



- iii. Students should then begin to cut and place their interior walls.



- iv. Cut and place the final exterior wall.  
v. Create two pieces of 2" cardboard that are the exact length of the short side of the house.  
vi. Mark the middle on one edge of each piece.  
vii. Draw a line from that mark to each corner and cut along that line.  
This creates your roof trusses.



4. Laminate this piece on top of the exterior wall.



5. Cut a piece of poster board 12" long and wide enough to cover the roof trusses you created. (for an exact scaled width measure one hypotenuse of the truss, multiply by 2 and add one inch).
6. Fold the poster board in half and lay it on top of the model. Do not glue it in place so that the interior can be seen by lifting the poster board.



If time allows, you may consider having students cut their doors and windows into the model as shown in the interior pictures above.

7. To cut a window:
  - a. Measure up  $\frac{1}{2}$ " and draw a horizontal line. This line is the bottom of the window.
  - b. Measure up  $\frac{3}{4}$ " from the bottom of the window and draw a horizontal line. This line is the top of the window.
  - c. Draw a vertical line at each edge of the window as marked on the floor plan.
  - d. Cut out the rectangle that was drawn.
8. To cut a door:
  - f. Measure down  $\frac{1}{4}$ " and draw a line. This is the top of the door frame.
  - g. Draw vertical lines at each edge of the door as marked on the floor plan.
  - h. Cut all of the way through the top and one side of the door.
  - i. Cut  $\frac{1}{2}$  way through the other side of the door. This should create a door that swings.
9. Students will prepare a presentation of their design to the client (class) that is two to three minutes in length and highlights the features of their house as well as the careers that would be involved in making the house.
10. Students will present to the class and fill out the "Reflection" activity

sheet.

11. Optional Activity

- j. Using graph paper, students draw their floor plans rather than build their home.
- k. Working in small groups students will build a selected Habitat for Humanity Home using all required FKS.

**Lesson Closure**



Students should complete a reflection form about their project and presentation. This can be completed in their student notebook.

**Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
  
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

**Formative Assessment**

Students should be assessed based upon their reflection form.

## Reflection

What I like most about my project is...

The career(s) that was/were involved in this part of the project was/were...

What I like least about my project is...

The career(s) that was/were involved in this part of the project was/were...

I rate my presentation \_\_\_\_\_ because...

One thing I learned about this Career Pathway is...

What would be the benefit of completing a task like this for a volunteer organization rather than in a paid position?

What would be the disadvantage of completing a task like this for a volunteer organization rather than in a paid position?

What would happen if there were no volunteers?

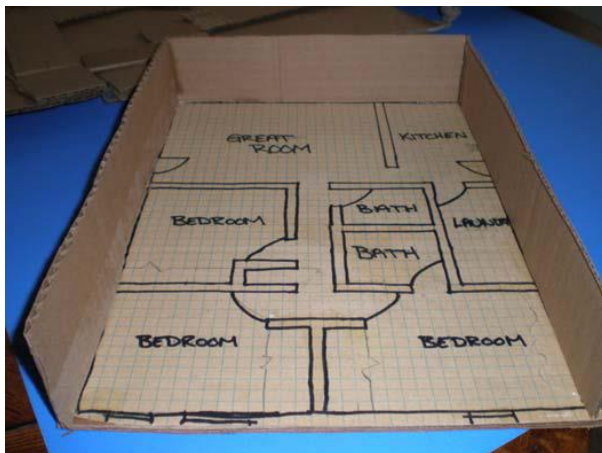
From this activity I learned teamwork, critical thinking and communication are important because...

## Student Handout

Name: \_\_\_\_\_

### Habitat for Humanity House Directions for Students

1. Access a fact sheet about Habitat, which can be found at <http://www.habitat.org/how/factsheet.aspx>
2. You will create:
  - A. A single family dwelling that can be built by Habitat for Humanity. This means that while it should be nice, there should be few frills. The house should be approximately 1,320 sq. ft. It will be your job to draw, model and present your design to the client. You will be working with a design team of two to three architects.
    - a. A standard 8 ½" by 11" sheet of ¼" graph paper is 1,320 sq. ft. if you use a scale of ¼":1'.
    - b. Walls should be 1 square thick.
    - c. Hallways should be 3 squares wide.
    - d. Doors should be 3 squares wide.
    - e. Windows should be 3 squares wide.
    - f. Each house must have two exterior doors.
    - g. Each bedroom must have a closet.
  - B. You will build a model of the home you designed using the steps below.
    - a. Glue the floor plan to a piece of cardboard as was done in the picture below.
    - b. Mark the length of three out of four of their exterior walls, cut and glue them in place one at a time.



- c. You will begin to cut and place your interior walls.



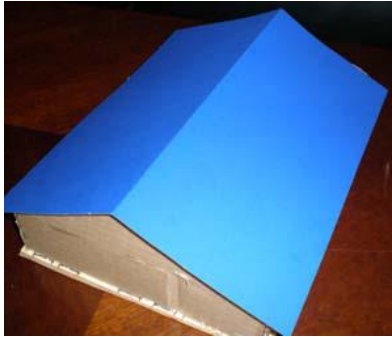
- d. Cut and place the final exterior wall.
- e. Create two pieces of 2" cardboard that are the exact length of the short side of the house.
- f. Mark the middle on one edge of each piece.
- g. Draw a line from that mark to each corner and cut along that line. This creates your roof trusses.
- h. Laminate this piece on top of the exterior wall.



- i. Cut a piece of poster board 12" long and wide enough to cover the roof trusses you created. (for an exact scaled width measure one hypotenuse of the truss, multiply by 2 and add one inch)



- j. Fold the poster board in half and lay it on top of the model. Do not glue it in place so that the interior can be seen by lifting the poster board.



If time allows, you may consider having students cut their doors and windows into the model as shown in the interior pictures above.

- C. To cut a window:
- Measure up  $\frac{1}{2}$ " from the bottom and draw a horizontal line. This line is the bottom of the window.
  - Measure up  $\frac{3}{4}$ " from the bottom of the window and draw a horizontal line. This line is the top of the window.
  - Draw a vertical line at each edge of the window as marked on the floor plan.
  - Cut out the rectangle that was drawn.
- D. To cut a door:
- Measure down  $\frac{1}{4}$ " from the top of the wall and draw a line. This is the top of the door frame.
  - Draw vertical lines at each edge of the door as marked on the floor plan.
  - Cut all of the way through the top and one side of the door.
  - Cut  $\frac{1}{2}$  way through the other side of the door. This should create a door that swings.

**Lesson Title:** What is the DOT?

**Career Cluster:** Manufacturing

**Foundation Knowledge and Skills:** Technical Skills, Leadership

**Career Concepts:** Career Research

**Summary:** Students **explore** career pathways and careers in the career cluster, **identify** Foundation Knowledge and Skills needed in this cluster, and **prepare** resources helpful in researching career information and practice working on a project team.

**Course Objectives**

- 2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living.
- 3.2 Students will be able to use information gathered from the career field/cluster model, Foundation Knowledge and Skills materials, career exploration, and goals.
- 5.2 Students will be able to utilize printed material to access career information.

**Lesson Objectives**

**Students will:**

- identify career pathways in the manufacturing career cluster;
- determine the Foundation Knowledge and Skills that apply to the Manufacturing career cluster;
- evaluate helpful coursework when preparing for manufacturing careers;
- prepare a list of printed resources for career information;
- select a career cluster which matches his/her own interest;
- identify their Foundation Knowledge and Skills within the Manufacturing career cluster which he/she wants to improve;
- practice working as a team member to accomplish a task;
- assess their Technical Skills on the Louisiana Connect website with a pathway ready assessment or as instructed .

**Time:** Four class periods

**Required Materials:** 3 File Cards, Paperclips, Straw, Tape, Scissors, Louisiana Career Education chart for Foundation Knowledge and Skills in all career clusters, check list “What Skills Do I Want to Improve?” activity sheet with list of printed resources from library.

**Optional Resources:** Career information in the career library and States career clusters at [www.careerclusters.org](http://www.careerclusters.org) , [www.dreamit-doit.com](http://www.dreamit-doit.com).

**Guest Presenters:** Louisiana Workforce Development presenter or local group consisting of manufacturing supervisor, dispatcher, design engineer, or safety coordinator and the library/media specialist.

## Content and Teaching Strategies




### ***Anticipatory Set***

Ask each student to name three careers and the career pathways to career specialties within the manufacturing career cluster. Students should then share with the class a skill they want to improve and a way they believe they can accomplish the growth.

### ***Lesson Components***

1. Using the Louisiana Career Education charts (found at the Louisiana Connect website), work with team members to identify Foundation Knowledge and Skills needed in manufacturing careers.
2. Students participate in pairs to create a file card “car.” Given three file cards, two paper clips, scissors, two short pieces of drinking straw and approximately eight inches of tape, students should build a car that can roll down a small ramp. This should be presented as a problem solving activity for students to solve, but a solution can be found in the “Card Car” resource. If a group is unsuccessful, the teacher may allow students a second attempt. Once students have solved this problem, have a discussion using these talking points:
  - What skills did you use to create your car?
  - What skills did you use to work with a teammate?
  - Why were some groups more successful than others? (teamwork, communication)
  - How many trials did you have before you came up with an idea that worked?
  - In this activity you “manufactured” a file card car. How do the skills you used in creating this car relate to the manufacturing industry?
3. Visit the career library *or* have the library specialist bring printed career resources to the classroom for students to review and evaluate materials such as DOT (Department of Transportation), OOH (Occupational Outlook Handbook) Career Encyclopedias, career book series, printed pamphlets, etc. Students research other careers in the manufacturing cluster/career pathways with a partner. While researching, students should fill out the “Sources” activity sheet.
4. During class, each student will research his/her own career interest utilizing the printed materials from the career library to identify necessary Foundation Knowledge and Skills.
5. Students will complete chart on the “What Skills Do I Want to Improve?” activity sheet. Take this chart home and ask for parental input before completion. Emphasize to students this activity is to become more aware of Manufacturing cluster knowledge and skills. It is unrealistic for students to already have all of these skills, when filling out the chart.



- 
- 
- 
6. Have a guest presenter from Workforce Development or local manufacturing supervisor followed by questions and answers on the topic: career options and skills needed in the manufacturing cluster. Use these talking points:
    - What skills are necessary in your career?
    - What career options are available in the Manufacturing cluster? Provide the speaker(s) with a copy of the LCE (Louisiana Career Education) manufacturing career cluster.
    - What training is necessary in your career?
    - What education is available?
  7. Students should complete the activity sheet entitled “What Skills Do I Want to Improve?”
    - Consider classes and extended learning which may assist the efforts to improve skills.
    - Make an entry in their student notebook identifying what skills they want to improve and how they will improve each skill.

Optional Student Activity:

1. Divide students into teams and have them research the history and development of the auto industry, the textile industry, the drug industry, technology industry and/or food processing industry.
2. Each team should create a PowerPoint presentation showing examples of how their items, i.e., cars, were first produced and a progression of advancements in production since then. Emphasis may be placed on outsourcing indicating which countries are contributing partners. Part of the presentation must show the change in careers with the change in production techniques.
3. Have students present their findings to the entire class.



**Lesson Closure**

In groups of four, share your ideas with your classmates using the following talking points:

- What skills are needed in the manufacturing career cluster?
- Name three careers in the manufacturing career cluster.
- If you want to know a salary for a career in manufacturing, where could you look?
- If you want to know skills needed, where would you look?
- If you want to know the career’s outlook, where would you look?
- What skills do you want to improve?
- What extended learning did you choose to improve your skill?

**Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **technical skills and leadership**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or

enhance.

- Students complete a graphic organizer (see Supporting Documents—
- Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.



### **Formative Assessments**

In the student's notebook, students should write down the skills they have for the Manufacturing career cluster. They should also complete list of printed resources they would find helpful to research a career cluster. List beside each source the type of information it provides.

**Sources**

Name of Source	Level of Usefulness 5,4,3,2,1(low)	Type of Information Provided
Dictionary of Occupational Titles		Brief definition of a specific occupation
Occupation Outlook Quarterly		

**Which Skills Do I Want To Improve?**

**Foundation Knowledge and Skills For  
Manufacturing Career Cluster**

<b>Skill</b>	<b>I Have All of These Skills</b>	<b>I Have Some of These Skills</b>	<b>I Want to Improve These Skills</b>	<b>My Plan for Improving Skills</b>
<b>COMMUNICATION</b>				
Read and interpret data				
Use grammar and terminology				
Prepare and deliver presentations				
Apply listening skills				
Interpret tables, charts, and figures				
<b>EMPLOYABILITY AND CAREER DEVELOPMENT</b>				
Demonstrate positive work behaviors				
Develop personal career plan				
<b>ETHICS AND LEGAL RESPONSIBILITIES</b>				
Demonstrate knowledge of and commitment to professional ethics and legal responsibilities				
<b>INFORMATION TECHNOLOGY APPLICATIONS</b>				
Use electronic mail applications				
Use Internet applications				
Use publishing applications				
Use presentation applications				

<b>LEADERSHIP AND TEAMWORK</b>				
Provide group leadership				
Collaborate with others				
<b>Skill</b>	<b>I Have All of These Skills</b>	<b>I Have Some of These Skills</b>	<b>I Want to Improve These Skills</b>	<b>My Plan for Improving Skills</b>
<b>PROBLEM SOLVING AND CRITICAL THINKING</b>				
Formulate solutions to problems using critical thinking skills while working independently and/or in teams				
<b>SAFETY, HEALTH, AND ENVIRONMENTAL</b>				
Explain how government agencies ensure compliance and promote improved performance				
<b>SYSTEMS</b>				
Explain how manufacturing businesses operate				
<b>TECHNICAL SKILLS</b>				
Describe the basic skills and knowledge required for careers in manufacturing				

**My overall plan for improving my Foundation Knowledge and Skills...**



## Science, Technology, Engineering and Math Lesson Idea

**Lesson Title:** Designing with S.T.E.M.

**Cluster:** Science, Technology, Engineering and Math

**Foundation Knowledge and Skills:** Problem Solving, Critical Thinking

**Career Concepts:** Post-secondary Options, Career Research

**Summary:** Students **receive** information on the design process, its components, and its relationship to other problem solving processes. After **implementing** the design process, students **relate** that process to careers in the Science, Technology, Engineering, and Mathematics (STEM) cluster.

### Course Objectives

- 1.2 Students will be able to identify compositions of clusters and the relationship to the field.
- 5.1 Students will be able to utilize technology to access information.
- 6.1 Students will be able to identify, compare and contrast post-secondary education options.
- 6.2 Identify post-secondary options in relationship to the clusters.

### Lesson Objectives

**Students will:**

- understand the steps of the design process;
- implement the design process;
- discuss the design process in relationship to careers found in the S.T.E.M. cluster;
- research a career while taking notes;
- develop a career profile;
- present a career profile to the class.

**Time:** Four Class Periods

**Required Materials:** 15 textbooks (any type), tape, scissors, paper, computers with Internet access, “Design Worksheet” handout

### Optional Resources

Occupational Outlook Handbook (also available in book format) can be viewed at <http://www.bls.gov/search/ooah.asp?ct=OOH> ,  
PBS - Building Big computer interactive labs -  
<http://www.pbs.org/wgbh/buildingbig/lab/index.html>

Try Engineering: <http://www.tryengineering.org/home.php>

Engineering K-12: <http://www.engineeringk12.org/>

**Guest Presenters:** N/A

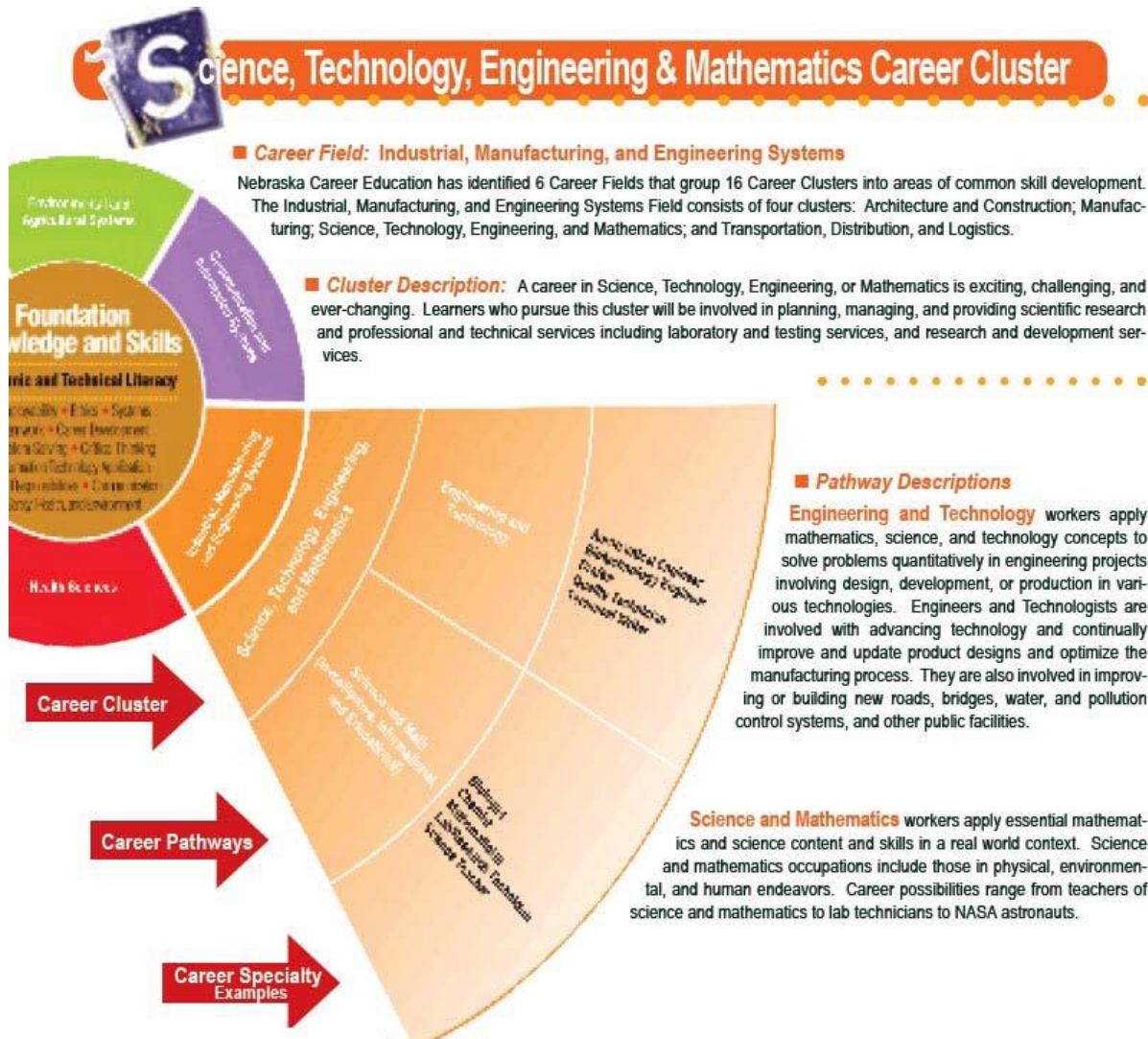
**Content and Teaching Strategies**

**Anticipatory Set**

Many times in life people are faced with complex problems they do not know how to solve; “I want to build a 50-story building that will last for 200 years”; “I have a heart condition and need a transplant yet I am not very high on the donors list.” Most of these problems are handed to people in the S.T.E.M. cluster to solve. Over the next two days you will be given the opportunity to see what opportunities are available in this cluster.

**Lesson Components**

1. Briefly introduce the S.T.E.M. career cluster by presenting the Career Cluster located at <http://www.onetonline.org/>. Under “Find Occupations.” Focus on the variety of programs of study and be sure to include the learning options available (example: Distance Education).



For additional Career Cluster Information, visit: [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org).

**Preparation for a Career in the Science, Technology, Engineering & Mathematics Cluster Includes...**

Coursework	School Activities	Community Activities
<ul style="list-style-type: none"> <li>■ CAD (Computer Aided Drafting)</li> <li>■ Engineering Technology</li> <li>■ Industrial Technology</li> <li>■ Math</li> <li>■ Science</li> </ul>	<ul style="list-style-type: none"> <li>■ SkillsUSA</li> <li>■ OPPD/NPPD PowerDrive</li> <li>■ Math Club</li> <li>■ Mathematic Student Competitions</li> <li>■ TEAMS (Tests of Engineering Aptitude, Mathematics, and Science)</li> <li>■ Discover Engineering Day</li> <li>■ Science Club</li> <li>■ Science Fairs</li> </ul>	<ul style="list-style-type: none"> <li>■ Participate in the following Programs and Activities provided by the University of Nebraska:               <ul style="list-style-type: none"> <li>● Engineers Week</li> <li>● Academy of Excellence</li> <li>● MESA (Mathematics, Engineering, Science Achievement) Program</li> </ul> </li> <li>■ Participate in a Bright Lights Summer Learning Adventure</li> </ul>

**Example Science, Technology, Engineering & Mathematics Postsecondary Programs of Study**

Students preparing for a career in the Science, Technology, Engineering, and Mathematics Career Cluster have a variety of postsecondary options. Education and training can be obtained through on-the-job training, technical colleges, two-year community colleges, four-year colleges/universities, and apprenticeship programs. They can enter programs leading to a certificate or a degree at the associate, baccalaureate, or advanced degree level.

The table below shows examples of postsecondary Science, Technology, Engineering, and Mathematics programs of study organized by pathway.

	High School Diploma, On-the-Job Training	Certificate/License	Associate's Degree	Bachelor's Degree	Master's/Doctoral/Professional Degree
Science & Mathematics			<ul style="list-style-type: none"> <li>■ Biology</li> <li>■ Chemistry</li> <li>■ Laboratory Science Technology</li> <li>■ Medical Laboratory Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Chemistry</li> <li>■ Economics</li> <li>■ Mathematics</li> <li>■ Molecular Biology</li> <li>■ Physics</li> </ul>	<ul style="list-style-type: none"> <li>■ Biochemistry</li> <li>■ Biological Sciences</li> <li>■ Chemistry</li> <li>■ Physics &amp; Astronomy</li> <li>■ Statistics</li> </ul>
Engineering & Technology		<ul style="list-style-type: none"> <li>■ Industrial Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Architectural Design Technology</li> <li>■ Civil Engineering Technology</li> <li>■ Industrial Technology</li> <li>■ Surveying &amp; Computer Aided Drafting (CAD)</li> </ul>	<ul style="list-style-type: none"> <li>■ Agricultural Engineering</li> <li>■ Biological Systems Engineering</li> <li>■ Chemical Engineering</li> <li>■ Construction Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>■ Agricultural &amp; Biological Systems</li> <li>■ Architectural Engineering</li> <li>■ Chemical Engineering</li> <li>■ Civil Engineering</li> <li>■ Mechanical Engineering</li> </ul>



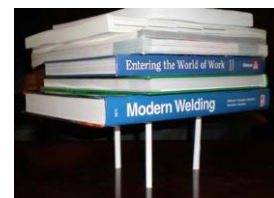
2. Gather information as a class to develop a list of careers that fit into the S.T.E.M. career cluster. Examples can be found at the Louisiana Career Connections website.
3. Each student should choose a career in the S.T.E.M cluster that is interesting to them and develop a profile that consists of the following components:
  - a. Ten facts about the career.
  - b. One paragraph about educational requirements.
  - c. One paragraph about helpful skills and aptitude.

- d. At least 3 resources from the Internet or print materials.

This can be done using the Internet and/or printed resources. Students should be reminded how to take notes from the resources they are using and properly cite the source. They should also be reminded not to plagiarize their work. Students should then present this profile to the class allowing the class exposure to multiple careers found in the S.T.E.M. cluster. Once each student has presented, they should announce to the class the field, cluster, pathway, and specialty the career they chose fits into.

4. Students should be introduced to the design process which a variation of what is used in almost all careers found in the S.T.E.M. cluster.
- a. The steps of the design process are as follows:
    - i. state the problem;
    - ii. research;
    - iii. think of alternative solutions;
    - iv. choose the best solution;
    - v. implement; and
    - vi. evaluate.
  - b. Using the design process, students will complete a structure building activity in groups:
    - i. Students are divided into small groups (three to four) students.
    - ii. Each group is told they must build a free standing structure which can hold 15 textbooks at least 2" off the ground – you can tell them what materials they may use to solve the problem but do not give them the materials until they have completed their research, developed possible solutions and selected the best solution.
    - iii. Research—to study the impact of force on a geometric shape, have students go to: <http://www.pbs.org/wgbh/buildingbig/lab/shapes.html> or have them look at different tessellations in math, from artists (M. C. Escher), or nature (bees honeycomb)
    - iv. Students sketch possible solutions
    - v. Students choose the best solutions
  - c. To implement, each group is given the following list of materials
    - i. 8 inches of tape
    - ii. One sheet of 8 ½" x 11" notebook paper
    - iii. One pair of scissors
  - d. Students should then be required to evaluate their success or failure.

A sample solution to this design prompt is shown below. You will notice a piece of paper has been cut into three even sections and then rolled into tight cylinders. These cylinders were then placed into a triangular shape.





5. A discussion should be held on what careers from the S.T.E.M. cluster would be utilized if a project such as this was completed on a much larger scale. Use these talking points:

- a. Mathematician
- b. Environmental engineer
- c. Chemical technician
- d. Material scientist
- e. Mechanical drafter
- f. Engineering manager
- g. Statistician
- h. Commercial and industrial designers
- i. Drafters
- j. Inspectors



6. Students should complete and hand in a design worksheet to be graded.

### **Lesson Closure**

The class should have a discussion explaining the relationship of the design process to most of the careers in the science, technology, engineering and mathematics cluster.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Students should be evaluated based upon their “Design Reflection Worksheet” and career profiles.

## Design Reflection Worksheet

Name(s) \_\_\_\_\_

\_\_\_\_\_

**Directions:** Complete this worksheet using the printed resources provided.

What are the steps used in the design process to create a product?

What additional steps would need to be taken in real life?

What careers would be involved in creating this product?

Which of these careers am I most interested in and why?

Which of these careers am I least interested in and why?

What other career clusters have I learned about thus far would be directly involved in creating this project?

What are two other things I have learned?

## Sample Career Profile

### **Profile: Engineer**

- Work with drafting equipment including computers.
- Must be functional, safe, and economical.
- Meet building codes, fire regulations, and other requirements.
- Know how the structure will respond to loads, weather, and other variables.
- Make changes during the planning stage to satisfy the client's needs.
- Obtain help from architects.
- Must interact with clients, engineers, urban planners, interior designers, landscape architects, and construction workers.
- Must also prepare reports, proposals, and other construction documents.
- Often visit construction sites, which may require being outside in bad weather.
- Occasionally the work is stressful, requiring long hours to meet deadlines.

### ***Education and Training***

Engineers must earn at least a bachelor's degree in engineering from a program accredited by the National Engineering Accrediting Board. After graduation, they must spend at least three years as an intern working with a registered architect and then pass a state licensing exam. It is a legal requirement that an architect be licensed before taking supervisory responsibility for a career.

### ***Helpful Skills and Aptitudes***

Although artistic and drawing abilities are very useful to an engineer, especially when preparing freehand sketches, they are not absolutely necessary. It is usually more helpful to be creative and a problem-solver and to have a good imagination and a sense of how objects relate in space. Engineers should have the ability to solve technical problems and should be able to work independently. Good communication skills, computer skills, and knowledge of CAD are important, as well as an understanding of design, engineering, and project management and supervision.

**Lesson Title:** What's My "Role"?

**Career Cluster:** Health Science

**Foundation Knowledge and Skills:** Employability and Career Development

**Career Concept:** Extended Learning Opportunities

**Summary:** Students **research** the Health Science career cluster, **review** Foundation Knowledge and Skills, **investigate** career opportunities in the Health Science cluster, and **create** a presentation describing Foundation Knowledge and Skills required in this career cluster.

### **Course Objectives**

- 2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning and living.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
- 3.2 Students will be able to use information gathered from the career field/cluster model, Foundation Knowledge and Skills, career exploration, and goal setting to develop an Individual Graduation Plan.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.
- 5.3 Students will be able to talk to people to access career resources.

### **Lesson Objectives**

#### ***Students will:***

- identify numerous career pathways and specialties within the Health Science career cluster;
- identify Foundation Knowledge and Skills in the Health Science career cluster;
- compare Foundation Knowledge and Skills in the Health Science career cluster with those in the Science, Technology, Engineering and Math career cluster;
- interview school organization sponsors or officers in health related groups, i.e., FFA, FCCLA, DECA, FBLA, 4-H, Boy's/Girl's Scouts, etc.;
- practice Foundation Knowledge and Skills by writing and presenting role play situations which display a specific skill needed in the Health Science career cluster;
- write journal entry to document personal plans for improving Foundation Knowledge and Skills.

**Time:** Four class periods



**Required Materials:** Louisiana Career Education Model, list of all school organizations, list of career clusters and Foundation Knowledge and Skills, school organization sponsors and officers, and a list of questions to ask school organization representatives (attached).

**Optional Resources:** States career clusters at [www.careertech.org](http://www.careertech.org), U.S. Department of Labor at <http://www.bls.gov/oco/cg/cgs035.htm> , United States Department of Health and Human Services, <http://www.hhs.gov>

**Guest Presenters:** Field trip to local nursing home with speaker from supervisory staff or panel of health career professionals (veterinarian, dentist, administrator, custodial, LPN) in the classroom to talk about the wide variety of Health Science careers or panel of school organization sponsors and officers.

### **Content and Teaching Strategies:**

#### ***Anticipatory Set***

As a class, students should discuss the following talking points.



- What skills are needed to work with people?
- What skills could you develop in each of the organizations we have at our school?
- What will you watch for as you see each role play?  
How will this help you?

#### ***Lesson Components***

1. Students will participate in one of the following options:
  - a. A field trip to local nursing home to visit with residents and read students' own short story or poem to or with the resident.
  - b. Listen to a panel of health career professionals (dietary technician, medical records technician, fitness trainer, lab technician, LPN or RN) in the classroom to talk about the wide variety of Health Science careers.
2. Identify Foundation Knowledge and Skills needed to work in Health Science cluster based on field trip or panel presentation.
3. Research further skills and variety of career options needed in Health Science careers through Louisiana Career Education Model charts and other career information sources.
4. Provide a round table discussion with school organization sponsors and officers related to Foundation Knowledge and Skills developed within these organizations or have each student contact a school sponsor or school organization officer to determine benefits derived from school organization membership.

Questions to consider when interviewing school organization sponsors and/or officers:

- What service projects and learning activities does your organization plan And carry out?
- What are the tasks for each officer in your organization?

- What opportunities do members have to plan and participate in projects and learning sponsored by your organization



5. Students should have a class discussion after students conduct interviews. Use these talking points:

- What opportunities are available when you are a member of a school organization?
- How could school organizations help develop your skills?



6. Identify Foundation Knowledge and Skills needed to work in Health Science career cluster based on Louisiana Career Education charts.



7. Compare Foundation Knowledge and Skills (FKS) needed to work in Health Science career cluster based on Louisiana Career Education charts with the FKS in the Science, Technology, Engineering and Science career cluster.



8. Each pair of students will select one skill needed in the Health Science career cluster and create a role play to properly display that skill. The role play will demonstrate a skill well done that will be necessary in a Health Science career. Students should receive approval from instructor for each script to encourage a variety of skills to be used. Students should then present role play to classmates and have a brief question and answer session using these talking points:

- What skills from the Health Science career cluster are the same as the skills in a career cluster of your choice?
- Name three careers you discovered in the Health Science career cluster.



9. Complete an entry in your student notebook which includes a plan for your own extended learning through school organizations, a plan to research Foundation Knowledge and Skills in a career cluster of your choice, and a list of ten careers in the Health Science career cluster.

10. **Optional Activity:** Have students investigate local opportunities in Health Services. Consider having students deliver Meals on Wheels, conduct an activity at a local nursing home/assisted living facility.

**Lesson Closure:** Students should take about two minutes to discuss the skills which could be gained if they were a member of one school organization. They should then tell their partner what school organizations will help them improve their Foundation Knowledge and Skills. How will these skills help them in their own career choice?

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **career development**. Choose one of the following activities to help students connect the activities with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the FKS used in the lesson idea connected to home, school, and work.

Have students use the model to identify FKS used during the activity.

**Formative Assessment**

Write and present a role play which demonstrates a skill well done that will be necessary in the Health Science career cluster.

## Student Service Organization

Name \_\_\_\_\_

### Interview Questionnaire

1. What service projects and learning activities does your organization plan and carry out?
  
  
  
  
  
  
  
  
  
  
2. What are the tasks for each officer in your organization?
  
  
  
  
  
  
  
  
  
  
3. What opportunities do members have to plan and participate in projects and learning sponsored by your organization?
  
  
  
  
  
  
  
  
  
  
4. Why should I give my time to this organization vs. others that are offered?
  
  
  
  
  
  
  
  
  
  
5. What will I benefit from or what do I have to offer your organization?

**Lesson Title:** What's Right? What's Wrong?

**Career Cluster:** Law, Public Safety and Security

**Foundation Knowledge and Skills:** Ethics and Legal Responsibilities; Safety, Health and Environment

**Career Concepts:** Career Information

**Summary:** Students **define** ethics and legal responsibilities, **analyze** examples of positive and negative behaviors on the job and the impact of those behaviors., **review** values assessment, and **explore** the Law, Public Safety and Security career cluster.

### **Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.2 Students will be able to define, identify and demonstrate the Foundation Knowledge and Skills.
- 2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
- 5.1 Students will be able to utilize technology to access career information.

### **Lesson Objectives**

#### **Students will:**

- define Legal Responsibilities and Ethics;
- identify possible ethics and legal responsibilities for assigned career clusters;
- explain ethical behavior including respect for privacy, confidentiality, honesty and Integrity;
- demonstrate an awareness of the legal responsibility, limitations, and implications of his/her actions at school, work, and home (goals for learning, earning and living) and evaluate their current skill levels in these areas;.
- identify strategies for individuals and groups to respond to unethical and illegal actions in different situations and justify the best approach;
- explore the law, public safety and security career cluster;
- identify local people/businesses/agencies that practice the career specialties that fit into the career pathways of this cluster;
- create a visual representation of the career pathways that make up the law, public safety and security career cluster.

**Time:** Four Class Periods

**Required Materials:** “Ethics Scenario” activity sheet, “Group Brainstorm” activity sheet, “Decisions” activity sheet, “Decisions” answer key, “Telephone Directory” activity sheet, “Rubric for Collage” handout, index cards, multiple copies of telephone books and/or computers with Internet access, old magazines from which to cut pictures, poster board or construction paper, glue, markers, paper, tape.

**Optional Resources:** Glencoe’s *Exploring Careers*, Glencoe’s *Entering the World of Work*, free lesson on workplace ethics at:

<http://www.careersolutionsgroup.com/ItsForReal.htm>, *The Daily Dilemma Archive*  
<http://www.goodcharacter.com/dilemma/archive.html>, *Reaching the Age of Majority*:

### **Guest Presenters (Optional)**

Human resource managers, supervisors, managers, owners of local businesses, etc., to talk about importance of ethics and legal responsibility in the workplace.

Lawyers and law enforcement to talk about the consequences of breaking the laws and unethical behavior in the workplace and in life. Representatives of the career specialties of the Law, Public Safety, and Security career cluster identified by doing the phonebook activity in this lesson. Have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers using “Guidelines for Career Guest Speakers” found in the supporting documents.

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

As students come into the room ask for volunteers to act out the scenarios from the “Ethics Scenario” activity sheet. Give them a minute or two to read the scenarios and get ready, and then act it out. Have students in the audience explain what they believe would be the right thing to do. Then lead a discussion on the importance employers put on Legal Responsibilities and Ethics in the workplace emphasizing respect for privacy, confidentiality, honesty and integrity. Write the definition of ethics on the board.

#### ***Lesson Components***

1. Have students look in newspapers and magazines for examples of ethical or legal situations in the workplace or for the consequences of these situations (examples: losing job or jail time).
2. Split the class into partners or small groups. Assign a previously taught cluster to each group. Have each group look at the career pathways and specialties in their assigned cluster and brainstorm two situations which deal with ethical or legal responsibilities.



If the students have difficulty getting started on the assignment, offer examples to the class. Some examples of legal responsibilities/ethical dilemmas could be:

- Business, management, and administration: cashiers—keeping track of money (counting and giving the right change); someone who can't pay the full amount (only a few cents short).
- Human services: babysitters/childcare workers—watching children closely and not hurting them; the rule says you can't take children out of the play area, but there is a neat educational opportunity right across the street.
- Agriculture, food, and natural resources: lawn care—knowing which pesticides/herbicides can be applied and where/how much; a customer asks you to do a little extra work on the side without telling your employer.
- Hospitality and tourism: food service—providing a safe product for people to eat; a boss telling his workers to serve a little less food on the plate so the profit margin is bigger.

Discuss ethical behavior (examples: honesty, using work time correctly, keeping employer information confidential, etc.) versus unethical behavior (examples: swearing when customers can hear, treating your friends better than other customers, taking credit for something you didn't do, using your employee discount on items for others, telling confidential information you learned on the job, etc.). Discuss what should be done in these types of situations. What is the right thing to do? How do you know? Emphasize behaviors that display respect for privacy, confidentiality, honesty, and integrity.

3. Hand out the “Group Brainstorm” activity sheet and instruct students to write their legal responsibilities and ethical situations on the sheet under problem, then fill out the solutions section and tell why they think their solution would work. Encourage students to think about their situation from both the employee and employer's perspectives. Have several groups share with the whole group when everyone has completed. The rest of the class and teacher can offer feedback on whether they think the solution would work and if they are acting ethically and responsibly in their response to the problem.

#### **4. Options:**

Option 1: Have students write a Dear Abby letter where they come up with a situation and ask how to solve it. Then switch letters with a partner and have their partner write a response to the problem.

Option 2: Have students get in groups to brainstorm questions to ask their parents or other workers about ethical/legal behavior on the job and the penalty when unethical/illegal behavior occurs. Have them interview their parent or other adult and discuss the interviews the following day in class.

- Students should have a discussion using the following talking points:
  - a. What are the long-term consequences of these actions? (legal problems, reputation with employers, your record, references, etc.)
  - b. Why are these skills necessary in the world of work?
  - c. Why are these skills necessary in the rest of our lives? In school? In our home/family life? In the community? Have students give examples of positive/negative situations they've witnessed.
  - d. Talk about the consequences of copying/cheating/plagiarism.
  - e. Talk about the consequences of breaking the rules when no one is watching. For example, students who text in school or other issues relevant to your school.
  - f. Discuss the consequences of lying to parents to "get away" with something.
  - g. You may want to use the resource, "The Daily Dilemma Archive" found at <http://www.goodcharacter.com/dilemma/archive.html> for dilemmas typical in teens' lives.



5. Either on paper or online, have students complete the legal responsibilities and ethics section of LOUISIANA CONNECT (Values assessment) to evaluate/reflect on their own skill levels in this area.
6. Distribute "Decisions" activity sheet and ask students to look at each of the questions and mark their opinion. After everyone is finished, instruct students they will be "taking a stand" under the sign that reflects their opinion, but they will be able to change their minds at any time. The rules for the "Decisions" activity are:
  - a. Stand under a sign and explain your given answer. These are opinions so everyone has a right to their own thoughts.
  - b. You can change your mind and move at any time.
  - c. Listen to what others have to say.
  - d. You may restate your opinion but there is no arguing.

Use about 10 minutes to go through the statements and students' opinions then tell students that there are laws for each of these statements. Share the laws using the "Decisions" answer key. We have these laws because our society has determined they are necessary so we can all get along safely. (See "Decisions" answer key for more information.)

7. Lead a discussion using the following talking points:



- Laws and the legal system are just one part of the Law, Public Safety, and Security cluster.
- Have students use the "Cluster at a Glance" for law, public safety, and Security at <http://www.careertech.org/> or in the *Louisiana Career Planning Guide* in additional resources or at <http://www.laworks.net/downloads/LMI/LouisianaCareerPlanningGuide.pdf>
- Have the students read through the pathway descriptions. With the excess of law related TV shows on TV, you could also have students relate these pathways to jobs they've seen on TV shows. Be sure to point out stereotypes of these career specialties and how the people working in them are portrayed on TV. TV



shows are for entertainment and don't always show us the "real" picture. If they have family members working in these career pathways, they can share about those jobs as well.

8. Get multiple telephone books for students to use. These could be just local area or you could include surrounding areas. If you are in a rural area, you may want to include cities. Group the students into five teams, one for each pathway in the cluster. Have them look through the phonebook (yellow and white pages) for individuals/businesses/agencies that fit into the career pathways of this career cluster. Provide key terms to look for: correction, law, attorneys, emergency, fire, legal, security, protective, etc. If multiple phone books are not available, the Internet could be used for this activity. Websites such as [www.switchboard.com](http://www.switchboard.com) and [www.dexonline.com](http://www.dexonline.com) can be used to search for local or statewide resources. The phonebook activity is also a part of the Human Services cluster lesson, if regular phone books were used for that lesson, this would be a good time to teach students how to access and use an online phonebook.
9. Have students record the resources from the phonebook on the "Telephone Directory" activity sheet. The students will then choose one person from each group to report their findings to the rest of the class. The following talking points can then be used for classroom discussion:
  - a. What career pathways look interesting to them?
  - b. What type of coursework should they consider taking if they are interested in this cluster or pathway?
  - c. What high school activities/organizations should they join if they are interested in this cluster or pathway?
  - d. What types of characteristics/strengths would people in this cluster or pathway need to have?



### **Lesson Closure**

Give students the "Rubric for Collage" handout. In groups have students make a collage of words and pictures that represent each pathway in this cluster. Each group should be assigned one of the five career pathways. Place the completed collages on the wall or on a bulletin board for a visual representation of this cluster.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **Legal Responsibilities and Ethics; Safety, Health and Environment**. Choose one of the following activities to help students connect the activities with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

**Formative Assessment**

Use the rubric to assess each group’s visual representation of this cluster and pathway and their contributions to the group work.

**Ethics Scenario**

Scenario 1: Sue and Brody are working at the school’s concession stand during a basketball game. A customer buys a pop and popcorn and hands Sue a \$5 bill. She gives the customer back \$2 change and tells him thanks. Brody realizes the customer only owed \$2.50 and tells Sue. Sue says she charges a little extra so their organization makes more money. She says most customers never realize she took too much. She says it’s no big deal because she’s not keeping the money; it’s going to their group.

Scenario 2: Marny and Shanae are working at the local pizza place. Their boss has rules about many things in the store including who can go back in the kitchen. The door sign says “employees only.” Marny’s friends come in to eat during Marny’s shift. They notice that her boss has stepped out to go to the bank, so they tell Marny they want to come back and make their own pizzas. Marny doesn’t know what to do; she doesn’t think it would hurt anything so she asks Shanae. Shanae and Marny discuss it and decide that they will make the pizzas, and then ask their boss if Marny’s friends can have a tour of the kitchen when he gets back from the bank.

**Group Brainstorm**

Directions: For the cluster assigned to your group, brainstorm two possible ethical or legal problems that may occur for a person working in one of the career pathways in your cluster. Then decide what the solution to that problem should be and how the person should deal with the situation. At the bottom of the page explain why you think your solutions would work.

Cluster	Problem (explain)	Solution
	1.	
	2.	

**Explain why these solutions would work. Describe from the employee's viewpoint and the employer's viewpoint.**

## Decisions

Directions: Read each statement. Check the column that best fits your belief for that statement. Be able to discuss your reasoning with the class.

1. People should be able to get married at whatever age they feel they're ready.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

2. When working you should get a break every 2 hours.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

3. People should be able to choose whether or not to go to school.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

4. The legal age (age of majority) should be 16.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

5. A wife should take her husband's name when she gets married.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

6. A person should be able to drive wherever and whenever they want if they can pass the driver's test.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

7. There should be stricter age requirements for video games and movies.

- Strongly agree  
 Agree  
 Not sure  
 Disagree  
 Strongly disagree

## Decisions-Answer Key

### **1. People should be able to get married at whatever age they feel they're ready**

*If either party to the marriage is between the ages of 16 and 18, the presence and signatures of both parents are required. If a parent has legal custody in a divorce, a certified copy of the judgment must be presented. If either party is under the age of 16, a court order is required in order to obtain a license.*

### **2. When working you should get a break every 2 hours.**

*You are only entitled to the breaks which you and your employer have agreed on, or which are provided by a contract.*

### **3. People should be able to choose whether or not to go to school.**

#### **LAC 28: CXV. 1103. Compulsory Attendance**

*A. Students who have attained the age of seven years shall attend a public or private day school or participate in an approved home study program until they reach the age of 18 years. Any child below the age of seven who legally enrolls in school shall also be subject to compulsory attendance. Refer to LAC 28: CXV. Chapter 33 for information on home study programs.*

*B. Students between the ages of 17 and 18 may withdraw from school prior to graduation with the written consent of their parents, tutors, or legal guardians. A parent, tutor, or legal guardian who has given written consent for a student under his or her control or charge to withdraw from school prior to graduation, or who has a student who is under the age of 17 and is attending or is seeking admission to a National Guard Youth Challenge Program in this state, shall not be considered to be in violation of the compulsory attendance law.*

### **4. The legal age when you are considered an adult (age of majority) should be 16.**

*In Louisiana, the age of majority is 18.*

### **5. A wife should take her husband's name when she gets married.**

*Although it is customary for the wife to take her husband's last name, it is not required by law.*

### **6. A person should be able to drive wherever and whenever they want if they can pass the driver's test.**

#### **R.S. 32:422**

#### **Class E Learner's License for those 17 years of age and above**

*Any applicant seventeen (17) years of age or above who is applying for a learner's license will be required to provide proof that he/she has completed a full thirty-eight (38) hour driver's education course or a six (6) hour pre-licensing course. Once this proof is furnished and provided all other general requirements are met including successfully passing the vision and written examinations, the learner's license may be issued. This license authorizes the holder to drive while accompanied by a licensed driver. Upon providing this proof, the restriction may be removed immediately upon the applicant successfully passing the on-the-road driving examination.*

### Investigating Career Specialties

Directions: Look through the phonebook yellow pages and white pages or online directory for individuals/businesses/agencies that have career specialties that fit into the Law, Public Safety, and Security career cluster \_\_\_\_\_ Pathway.

Name of Individual/Business/Agency	Address	Phone #

## Collage Rubric

Directions: With your group, make a collage of words and pictures that represent your assigned career pathway in the Law, Public Safety and Security cluster. These will be placed all together on the wall for a visual display of this cluster.

Required elements:

At least seven words and pictures that represent your pathway

Fill up the space you are assigned

Please give your pieces on your sheet neatly

Category	4	3	2	1
Required Elements	The collage includes all required elements as well as additional information.	All required elements are included on the collage.	All but 1 of the required elements are included on the collage.	Several required elements are missing.
Content Accuracy	At least 7 accurate facts are displayed on the collage.	5-6 accurate facts are displayed on the collage.	3-4 accurate facts are displayed on the collage.	Less than 3 accurate facts are displayed on the collage.
Attractiveness	The collage is exceptionally attractive in terms of design, layout, and neatness.	The collage is attractive in terms of design, layout, and neatness.	The collage is acceptably attractive though it may be a bit messy.	The collage is distractingly messy or very poorly designed. It is not attractive.

Total Score \_\_\_\_\_

Comments:

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**Lesson Title:** There Ought to Be a Law

**Career Cluster:** Government and Public Administration

**Foundation Knowledge and Skills:** Employability and Career Development, Problem Solving

**Career Concepts:** Post-Secondary Options, Military Options

**Summary:** Students **research** Career Pathways, career specialties, including the military, and **apply** Foundation, Knowledge and Skills, specifically Employability and Career Development associated with this cluster.

**Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.2 Students will be able to define, identify, and demonstrate the Foundation Knowledge and Skills.
- 6.1 Students will be able to identify, compare, and contrast post-secondary options (cost, prerequisites, and time required).
- 6.2 Students will be able to identify post-secondary options in relationship to the career cluster.

**Lesson Objectives**

**Students will:**

- identify career specialties associated with Government and Public Administration cluster;
- identify several people/occupations in their community that are involved in the cluster,
- gain an understanding of the knowledge and skills specific to this cluster with a concentration on Employability and Career Development skills;
- discuss the academic preparation necessary to pursue Government and Public Administration career specialties;
- identify the branches of the military and connections between military and civilian careers; and
- identify Employability and Career Development skills.

**Time:** Four class periods

**Required Materials:** List of government officials available for presentation, computers with Internet access, and copies of worksheets

Optional Websites: <http://www.navy.com/careers/>  
<http://www.army.com/resources/careersearch.html>  
<http://www.airforce.com/>  
<http://www.marines.com>

**Guest Presenters:** Local, state, or national government officials such as city mayor, state senator, economic development director, county official, military recruiter, etc. If Close-up or a similar program is available, a presentation on the program could be used.

## Content and Teaching Strategies

### *Anticipatory Set*

1. Share a newspaper article or show a short video dealing with a recent political issue that involves the students (No Child Left Behind, Drivers Education in schools, curfews, current legislative bill concerning schools and students, etc.). Complete the “There Ought to Be a Law” activity.
2. Have student’s research local public officials. Students should discuss how to become a mayor, county sheriff, volunteer fireman, school board member, etc.

### *Lesson Components*

1. Introduction to G and PA cluster using “There Ought to Be a Law” activity  
\*Have students choose an issue and complete the worksheet before sending an e-mail to their chosen official or newspaper.
2. Identify employability skills and personal qualities through the use of the Louisiana Career Connections Foundation Knowledge and Skills section.
3. Have students review the attached goal setting instruction worksheet. Remind students to keep in mind the employability skills and personal qualities that may be required to meet each of their goals.
4. Complete a self-evaluation of current level of Employability Skills section through <http://www.educationplanner.org/> (under the student>self-assessment link) or other self-evaluation formats found in resource materials. Discuss with students issues such as attendance, dress, accepting direction, criticism, etc. Discuss with students how these skills apply to all clusters, but are especially important to people who work in the public service area.
5. Identify ways to build the personal characteristics to be a valued employee Through role playing. Examples are listed below:
  - Ask one student to act as a town council member that is always showing up late to city council meetings. Another student can serve as a town mayor. How can the mayor encourage the city council member to be on time without causing any hurt feelings.
  - Have students act as a town mayor and personal assistant. The town mayor has just realized that the governor called and asked to be called back immediately but the mayor never got the message. What can the mayor do to fix the situation and improve work skills of the assistant while still keeping a positive work environment.
  - You are the human resources director for the police department and it has recently been pointed out that none of the police officers are handing in their reports on time. How would you handle the situation?

6. Show and discuss the Individual Graduation Plan necessary to support entry into a career specialty in Government and Public Administration career cluster. The sample learning plan can be found on <http://www.careertech.org/> . Suggesting classes offered in the local school is recommended.
7. Presentation from workers in the Government and Public Administration career cluster (optional).
8. Introduce the military opportunities by logging into the military website at [www.todaysmilitary.com](http://www.todaysmilitary.com). Complete military quest worksheet. If possible, use a presentation from military recruiter who would explain the purpose, entrance requirements, opportunities and careers available in the military.

### **Lesson Closure**


Students select one current local issue and explain what they think should be done to solve or help deal with the issue and why.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **employability, career development and problem solving**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

 Students will write a short journal entry in their student notebooks to include: an indication of their interest in this cluster, several facts they learned about the cluster, training necessary to enter the specialties in this cluster, and a reaction to the speaker's presentations on the cluster. They will also complete the "Evaluation" for the Government and Public Administration career cluster. Finally, students prepare a collage that represents this cluster.

## There Ought to Be a Law

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Identify a current issue affecting your community. Use this brainstorming worksheet to develop a letter to a government official encouraging change and suggesting a solution to the problem.

Government agency:

Identify issue:

Groups or persons involved/affected by the issue:

Proposed solution:

Arguments/evidence supporting solution:

Attach a copy of the letter or e-mail sent to the government official.

Complete the evaluation form.

## Modified Skills Assessment for Government and Public Administration Cluster

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Issue Level: \_\_\_ Local \_\_\_ State \_\_\_ National

Person Contacted: \_\_\_\_\_

Career Specialty: \_\_\_\_\_

Knowledge and Skills Used:

\_\_\_ Academic Foundations: Which school subjects help you or may help you address this issue?

\_\_\_ Communication: What methods did you use to communicate your ideas? Did you receive a response?

\_\_\_ Employability and Career Development: If you wished to pursue additional activities in this cluster, in which activities might you participate?

\_\_\_ Ethics and Legal Responsibilities: What ethical or legal concerns are involved with the issue you addressed?

\_\_\_ Fiscal Responsibilities: Does your issue involve any financial costs? If so did you propose a way to pay for your solution?

\_\_\_ Information Technology Applications: What technology did you use to research your issue?

\_\_\_ Leadership and Teamwork: What groups or individuals could assist you in achieving the goals of the issue you addressed?

\_\_\_ Problem Solving and Critical Thinking: How did you come up with the solution to your issue?

\_\_\_ Systems: What government agencies are involved in the problem and solution to your issue?

\_\_\_ Technical Skills: Are there any technical (media, assessment, mechanical) skills that could be used to help solve or prove the necessity of solving your issue?

## Goal Setting

As you planned the “road map” for your career exploration in the “Welcome Career Explorers” activity, you began looking at your Living Goals, Earning Goals, and Learning Goals. Goal setting helps you decide how to get to where you eventually wish to be as an adult. To keep track of your current goals, you will enter the information into your Louisiana Career Connections Portfolio as well as your personal portfolio. Remember goals may change as you gain experience and knowledge. You may adjust your answers at any time. When completing this activity, keep in mind the employability skills and personal qualities that may be required to meet each of your goals.

### Strategies for setting goals

Applying techniques helps you set goals. Goals must be useful, or you will ignore them. when you set your goals, make sure your goal is:

- Realistic—your goals should be something you know you can actually accomplish
- Challenging—your goals should require you to make an effort
- Important—your goals should represent what you are most eager to achieve
- Positive—your goals should be written in positive terms

### Reaching your goals

Group your goals according to the length of time it will take to complete.

- Long-term goals—expect to achieve in five or more years
- Midterm goals—expect to achieve in one to two years
- Short-term goals—expect to achieve in one to six months

### Creating an Action Plan

- An **Action Plan** is a map to your future. It shows how to get from where you are now to where you would like to be, it lists the steps to your goal(s), it has a starting point and destination, and it includes the skills and knowledge you need to reach your destination.
- Getting Started
  - Consider and utilize your strengths and talents
  - Use your values as a guide when making decisions for your career and future
  - The future job market—when considering a career cluster be sure to look at the entire range of careers included in the cluster. The U.S. job market is in a constant state of change, which necessitates the ability to adapt to the changes within your chosen career cluster
  - Secure a mentor(s)—include a list of people you can go to for advice and assistance (include contact information with e-mail addresses and phone numbers)

## Goal Setting -Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

Consider the goal(s) you would like to achieve by age 30. Complete the following information based on your overarching goal(s).

1. Write at least two long-term goals in the following categories.
  - a. Education
    - i. Goal 1-
    - ii. Goal 2-
  - b. Career
    - i. Goal 1-
    - ii. Goal 2-
  - c. Family
    - i. Goal 1-
    - ii. Goal 2-
  - d. Home
    - i. Goal 1-
    - ii. Goal 2-
2. Write at least two midterm goals in the following categories.
  - a. Education
    - i. Goal 1-
    - ii. Goal 2-
  - b. Career
    - i. Goal 1-
    - ii. Goal 2-
  - c. Family
    - i. Goal 1-
    - ii. Goal 2-

- d. Home
  - i. Goal 1-
  - ii. Goal 2-
- 3. Write at least two short-term goals in the following categories.
  - a. Education
    - i. Goal 1-
    - ii. Goal 2-
  - b. Career
    - i. Goal 1-
    - ii. Goal 2-
  - c. Family
    - i. Goal 1-
    - ii. Goal 2-
  - d. Home
    - i. Goal 1-
    - ii. Goal 2-



## Action Plan-Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

Develop an Action Plan that will include the steps and events necessary to achieve your long-term goals. Select one long-term education goal and one long-term career goal from your goal setting activity.

### Long-term education goal:

- **Immediate action:** (examples-complete assignments improve grades, complete high school, etc.)
  - Action step 1-
  - Action step 2-

**Long-term career goal:** List three specific skills you need for your chosen career cluster

- Skill #1
- Skill #2
- Skill #3

## Goal Setting-Enrichment Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

### ACTIVITY 7-A: Imagine . . .

Imagine you are 30 years old. Design a personal web page that you can use to keep in touch with family and friends. First, organize your thoughts using the items below.

1. What is the title of your website?
2. Give a brief description of your site. Use key words that will help someone using a search engine to find your site.
3. Describe each of the following categories:
  - Career
  - Education and training
  - Family
  - Home/location
  - Hobbies
  - Vacations
  - Future ambitions
  - Additional information

Name \_\_\_\_\_

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**ACTIVITY 7-A: Imagine . . .**

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When creating a website, you need to remember that the overall design and the layout (placement of items on the page) are important. What you want to emphasize should be clear. Graphics, fancy text, and background are less important. Keeping that information in mind, answer the following questions.

1. What is the color theme of your page?
2. What is the background of your page?
3. What graphics will you use, including photographs? Draw or describe them.
4. What are some of your favorite websites? You may want to include links to these sites on your web page.

**Site Name/Description**

**URL**

Use all or some of the information on these two pages to create your personal website at age 30. On a separate piece of paper, create the outline or drawing of the home page. Include your background and graphics.

**Save this activity in your Career Portfolio Builder.**

## Military Quest

Name \_\_\_\_\_ Date \_\_\_\_\_

Complete the quest with information found on the military website [www.todaysmilitary.com](http://www.todaysmilitary.com). The capital letter serves as a clue to help with the search.

1. Corps is the smallest branch and operates by land and sea
2. Joining process
3. Part-time military service state based
4. Non-military
5. Branch that protects the nation's coasts and waterways
6. Branch of ground forces
7. Professional who provides information about the military
8. Branch that is the most powerful naval force
9. Basic training camp
10. Sent into active battle
11. Money paid to attend college; tuition
12. Putting skills and training to the test
13. 4100 \_\_\_\_\_ opportunities
14. Base, fort, or camp
15. Ability or potential to learn a certain skill
16. Specialized skill training
17. Branch that ensures air superiority
18. Extraordinary jobs require extraordinary \_\_\_\_\_.
19. The \_\_\_\_\_ role of the United States Coast Guard is to protect the safety of our nation's coasts and waterways
20. Part-time military service
21. Armed services military aptitude test

1. **M** \_ \_ \_ \_ \_
  2. \_ \_ \_ **I** \_ \_ \_ \_ \_
  3. \_ \_ \_ \_ \_ **L** \_ \_ \_ \_ \_
  4. \_ \_ \_ **I** \_ \_ \_ \_ \_
  5. \_ \_ \_ \_ **T** \_ \_ \_ \_ \_
  6. **A** \_ \_ \_ \_ \_
  7. **R** \_ \_ \_ \_ \_
  8. \_ \_ \_ **Y** \_ \_ \_ \_ \_
  9. \_ \_ **O** \_ \_ \_ \_ \_
  10. \_ \_ **P** \_ \_ \_ \_ \_
  11. \_ \_ **P** \_ \_ \_ \_ \_
  12. \_ \_ \_ \_ \_ **O** \_ \_ \_ \_ \_
  13. \_ \_ \_ \_ \_ **R** \_ \_ \_ \_ \_
  14. \_ \_ \_ **T** \_ \_ \_ \_ \_
  15. \_ \_ \_ \_ \_ **U** \_ \_ \_ \_ \_
  16. \_ \_ \_ \_ \_ **N** \_ \_ \_ \_ \_
  17. **I** \_ \_ \_ \_ \_
  18. **T** \_ \_ \_ \_ \_
  19. \_ \_ **I** \_ \_ \_ \_ \_
  20. \_ \_ \_ **E** \_ \_ \_ \_ \_
  21. \_ **S** \_ \_ \_ \_ \_
- XXXXXXXXXXXXXXXXXXXXXXXXXXXX

## Military Quest-Answer Key

- |   |                   |
|---|-------------------|
| 1. Corp is the smallest branch and operates by land and sea   | 1. Marine         |
| 2. Joining process  | 2. enListment     |
| 3. Part-time military service state based   | 3. national guard |
| 4. Non-military   | 4. civilian       |
| 5. Branch that protects the nation's coasts and waterways   | 5. coast guard    |
| 6. Branch of ground forces  | 6. Army           |
| 7. Professional who provides information about the military   | 7. Recruiter      |
| 8. Branch that is the most powerful naval force   | 8. navy           |
| 9. Basic training camp  | 9. boot           |
| 10. Sent into active battle   | 10. deployed      |
| 11. Money paid to attend college; tuition   | 11. support       |
| 12. Putting skills and training to the test   | 12. mission       |
| 13. 4100 _____ opportunities  | 13. career        |
| 14. Base, fort, or camp   | 14. installation  |
| 15. Ability or potential to learn a certain skill   | 15. aptitude      |
| 16. Specialized skill training  | 16. advanced      |
| 17. Branch that ensures air superiority   | 17. air force     |
| 18. Extraordinary jobs require extraordinary _____.   | 18. Training      |
| 19. The _____ role of the United States Coast Guard is to protect the safety of our nation's coasts and waterways | 19. primary       |
| 20. Part-time military service  | 20. reserves      |
| 21. Armed services military aptitude test   | 21. aSvab         |

### MILITARY OPPORTUNITIES

**Lesson Title:** Human Needs: Met Through the Human Services Cluster

**Career Cluster:** Human Services

**Foundation, Knowledge and Skills:** Team Work, Problem Solving, Critical Thinking, Communication; Safety, Health and Environment

**Career Concepts:** Career Information

**Summary:** Students **explore** career pathways and career specialties associated with the Human Services career cluster and **identify** the human needs that the pathways meet..

### **Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.1 Students will be able to make connections between personal strengths/interests and [work] careers.
- 5.1 Students will be able to utilize technology to access career information.

### **Lesson Objectives**

#### ***Students will:***

- explore the Human Services career cluster;
- identify local people, businesses, and agencies that practice the career specialties that fit into the career pathways of this cluster;
- create public service announcements (PSAs) for the Human Services career pathway
- reflect upon how the Human Services career pathways help them meet their own human needs;
  
- (Optional project) plan and conduct a community service project.

**Time:** Four class periods

**Required Materials:** Printed Clusters at a Glance for each student, multiple copies of telephone books or computers with Internet access, copies of all activity sheets for each student for this lesson. Optional materials: index cards if Option 2 under Anticipatory Set is chosen. For Anticipatory Set Option 3: The Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) found by registering as a user of the Family Economics and Financial Education website at <http://fefe.arizona.edu/> (this website has free lesson ideas and activities for educators related to financial literacy education) – if this option is chosen as an introduction to the lesson, one copy per individual would be needed as well as markers to cover the choices in either of those activities.

**Guest Presenters:** Optional presenters could be identified by completing the phone

book activity in #4 below – have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers.

### **Content and Teaching Strategies**

#### ***Anticipatory Set (3 options)***

Option 1: Read to students:

Here's the situation: Your aunt and uncle have left their three children, ages three, five, and six with you for the afternoon to entertain. We're going to let your classmates help you out with ideas on how you can keep them busy, have fun, and learn something in the process. I'm going to give you two minutes to think of two to three developmentally appropriate games or activities they could play with these children. Then we are going to go around the room and each person is going to tell one of their ideas. If your idea has already been taken, try to say a different one.

Some examples could be: Play a game of duck-duck-goose, Simon Says, play dress up, go outside, go to the park, play board games, make a snack, play with play dough, color, etc. Make sure their examples are appropriate and entertaining.

Option 2: Write 2-3 of the following common household supplies on index cards: an old telephone, a lampshade, a Halloween mask, a ball, string, tin cans, sparkles, pipe cleaners, a bucket, a blanket, 2 chairs, a bar of soap, markers, newspapers, paper plates, coffee filters, grocery bags (plastic and paper), a spatula, an empty fish tank, magnets, a bottle of bubbles, etc. Hand out index cards to students individually or in teams. Give the students 1 minute to write a safe and appropriate activity for preschool aged children using these basic household supplies on the back of their index card, and then pass the card to the next group. The next group should look at the supplies and write down another activity. Pass again after 1 minute. After you have passed 3-4 times, stop and have students read through all of the ideas. Ask for volunteers to share their favorite or most plausible activity.

Follow up to both Option 1 and 2: Next, ask students what need is being met through your babysitting services or creativity in brainstorming activities for preschoolers?

Babysitting and child care are jobs that you can do at your age and on your own. There are many areas and levels of child care (certificate or license for being a nanny all the way to a doctoral degree in special education and communication disorders). Working with children and learning about their development is the Early Childhood Development and Services pathway of the cluster you will be learning more about: the Human Services cluster. In this cluster you will see the career pathways help meet human needs and there are times when you have to be flexible, creative and work with the limited resources you have on hand to meet those needs.

Option 3: Use the Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) – both found free for educators at the Family Economics and Financial Education website <http://fefe.arizona.edu>. The Bean Game is a little longer than Spending Plan Shake Up. Either could be used to have students practice “budgeting.”

Follow up to Option 3: Human needs v. wants could be discussed following this lesson. Money is used to fulfill some of our physical human needs. This activity relates to the Consumer Services Pathway of the cluster you'll be learning more about in this lesson: the Human Services cluster. In this cluster you will see that the career pathways help meet human needs and there are times when you have to be flexible, creative, and work with the limited resources you have on hand to meet those needs.

Option 4: Using the website <http://fefe.arizona.edu/> Brainstorm a list of needs and wants then have students categorize accordingly.

Option 5: Imagine you are a member of a large family consisting of 8 members living on a limited income struggling to meet the demands of monthly living expenses (basic needs, electricity, water, heat and groceries – Cable television and phone service is a luxury.) Your assignment is to create a menu for each meal (breakfast, lunch and dinner) for the entire family. Provide cost for each meal.

### **Lesson Components**

1. Discussion: Make sure students have a clear understanding of the differences of human needs vs. wants. What are people's physical, mental, emotional and social spiritual, and financial needs? Brainstorm and record lists of needs on a visual in front of the class. The human services cluster is made up of careers that help meet people's needs.
2. Break the class into five groups and assign each group a pathway. Each group must get the Human Services Cluster at <http://www.careertech.org/> or in print and read through the pathway descriptions. On a sheet of paper or area of the board, have each group write their pathway and the human "needs" their pathway addresses. Have students use the words from activity one and add any other needs they can think of as they read through the pathway descriptions. After all groups have their information posted, have each group tell about the needs their pathway addresses. Note: Many of these career pathways also offer opportunities for entrepreneurship and the connection to the Business, Management, and Administration career cluster. Also, have students look through the example of Human Services Post-secondary Programs of Study. Point out the different degrees available in this cluster.
3. Get multiple telephone books from just the local area or it may be useful to include cities if located in a rural area. Students may stay in the same teams as activity two. Have them look through the phonebook yellow pages and white pages for individuals, businesses, and agencies that fit into their pathway of this career cluster. Key terms to look for are in their pathway descriptions on the Cluster at a Glance sheet. Have them record the information on their activity sheet and later present to the rest of the class.

This can become a resource if you choose to have a panel of speakers.

4. Group discussion: Use the Cluster at a Glance as a reference, as well as your





high school course selector and available extended learning activities.

If a student is interested in one of the career pathways of this career cluster,

- What type of coursework should they consider?
- What extended learning activities should they participate in?
- What types of characteristics/strengths would people in this cluster need to have?

5. In their teams, have students create a public service announcement or brochure highlighting their assigned pathway in the human services career cluster. The piece they are writing should be informative and persuasive. Included should be a “hook” or attention getter, the pathway description with connection to cluster, Current statistics and sources, why one should learn more about this pathway, and whom to contact or where to go for more information. Make sure students are told who their audience is so they can write their public service announcement activity appropriately – peers, parents, community, whole school, etc. This project will be written. If you have the technology and the time available, students may record the PSA as a pod cast, as a school announcement, for your local cable access channel or for print on sports programs, school bulletins, etc.
6. Optional Activity: Community Service/Service Learning Project - If this activity is chosen, it should be started on the first day when human needs are identified. When the telephone activity is completed, the teacher or students could contact an area agency to see where there is a need (problem or area of concern). The PSA project could be modified for students to advertise their project. Plan and conduct service project like a food drive, collect toiletry articles for homeless shelter, collect cell phones for domestic violence shelter, painting local homes or park equipment, etc. This could be completed within class, school, or community, depending on the circumstances – class time vs. out of class time, activities and agencies available in area, etc. Use the following steps to help students organize and plan.
  - a. Identify the problem or area of concern.
  - b. Set a goal (hold a collection, how much to collect, etc.).
  - c. Plan what tasks need to be done, who is going to do them, when it is going to happen, resources, and where will it take place.
  - d. Complete the project.
  - e. evaluate using questions like how did it go, what went well or didn't go well? Publish a newspaper article for publicity, send thank you letters, and think about what was learned?



If you choose to do this activity, make sure to connect it back to the Human Services cluster and the pathway or specialty with which it correlates. This project can also be connected to the Business, Marketing, and Management cluster. Point out the Foundation Knowledge and Skills the students are practicing or acquiring by planning and conducting the service project, as well as their involvement in meeting a community need.

7. Optional Activity: Do a phonebook search in the Yellow Pages for local/regional agencies that focus on human needs.

### **Lesson Closure**

Each group will read their PSAs to the class.

Students should write an entry in their student notebooks answering the following question: Identify two of your human needs and describe how they are met through the career pathways of the Human Services cluster.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **team work, problem solving, critical thinking, communication, in addition to safety, health and environment**. Choose one of the following activities to help students connect the lesson with their own development of FKS.

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Graphic organizer (see Supporting Document-Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school and work.
- Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Use rubric to evaluate the PSAs.

## Clusters at a Glance

The key terms to look for in the phonebook activity are under the Pathway Descriptions.

# Human Services Career Cluster

**■ Career Field: Human Services and Resources**  
Nebraska Career Education has identified 6 Career Fields that group 16 Career Clusters into areas of common skill development. The Human Services and Resources Field consists of four clusters: Education and Training; Government and Public Administration; Human Services; and Law, Public Safety, and Security.

**■ Cluster Description:** The Human Services Career Cluster prepares students for careers that improve quality of life and promotes safe, health communities. Workers in human services better our lives by tending to our psychological, social, and physical needs. Social service organizations that help individuals with basic needs, such as housing, health, and nutrition constitutes a large component of this cluster.

**■ Pathway Descriptions**

**Consumer Services** workers assist individuals with decisions and problems relating to finance, real estate, insurance, and consumer goods.

**Counseling & Mental Health Services** workers assist people with personal, family, education, mental health, and career decisions and problems. Mental health care may be provided in hospitals, clinics, schools, or private settings.

**Early Childhood Development & Services** workers nurture and teach children. They provide services in child-care centers, nursery schools, preschools, public schools, private households, family childcare homes, and before- and after-school programs.

**Family & Community Services** workers help the homeless, housebound, and infirmed cope with circumstances of daily living; counsel troubled and emotionally disturbed individuals; train or re-train the unemployed or underemployed; care for the elderly and the physically and mentally disabled; help the needy obtain financial assistance; and solicit contributions for various social services organizations.

**Personal Care Services** workers assist individuals with their personal appearance, including shampooing, cutting, coloring, and styling hair; giving manicures, pedicures, and scalp, and facial treatments; providing makeup analysis; cleaning and styling wigs and hairpieces; and providing personal fitness training. Also, within personal care services, funeral directors and attendants make funeral arrangements for grieving families.

For additional Career Cluster Information, visit: [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org).

### Preparation for a Career in the Human Services Cluster Includes...

## Telephone Directory Activity

**Directions:** Look through the phonebook yellow pages and white pages for individuals, businesses, and agencies that have career specialties that fit into the pathway you chose. Fill in your pathway on the blank below.

### Pathway of the Human Services Career Cluster

Name of Individual, Business, or Agency	Phone #	Address

## Public Service Announcements-Activity

Directions: With your group write a public service announcement that presents your assigned pathway in the Human Services cluster.

### Description of a Public Service Announcement

A public service announcement (PSA) is a noncommercial "advertisement"—typically on radio or television, broadcast for the public good at no charge. Just like a paid advertisement, public service announcements are used to inform and persuade the public about a certain topic. In this case your “topic” will be information and statistics about your assigned pathway in the Human Services cluster. Your job is to inform your audience about your assigned pathway and persuade them to find out more about it and possibly look into careers in this pathway.

Required elements:

- “Hook” or attention getter as introduction
- Pathway clearly identified – including connection to cluster
- Include description of pathway, current statistics and sources (# employed in our state/nation/worldwide, openings available, etc.)
- Why you should learn more about this pathway or look into careers in the pathway
- Who to contact for more information or where to find more information
- Written for specified audience
- Neat and complete with appropriate punctuation and grammar – creates good flow or rhythm when read aloud

Our Audience \_\_\_\_\_

Assigned Pathway \_\_\_\_\_

Hook/Attention Getter \_\_\_\_\_

Resources Used \_\_\_\_\_

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Proofread By \_\_\_\_\_

Attach copy of final script to this sheet.

<b>Rubric for PSA's</b>					
<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Required Elements	The PSA includes all required elements.	Missing only 1 of the elements.	Missing a couple of the elements.	Missing many of the necessary pieces for an effective PSA.	
"Hook" or Attention Getter	The introductory statement has a strong hook or appropriate attention grabber. This could be a strong statement, a relevant quotation, statistic, or question addressed to the audience.	The introductory statement has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory statement but the connection to the topic is not clear.	The introductory statement is not interesting AND is not relevant to the topic.	
Content – Sources and Accuracy of Facts	At least 3 accurate facts/statistics are in the PSA. All sources used for quotes and facts are credible and cited correctly. All supportive facts are reported accurately.	2 accurate facts/statistics are in the PSA. All sources used for quotes and facts are credible and most are cited correctly. Almost all supportive facts are reported accurately.	1 accurate fact/statistic is in the PSA. Most sources used for quotes and facts are credible and cited correctly. Most supportive facts are reported accurately.	No accurate facts/statistics are in the PSA. Many sources used for quotes and facts are less than credible (suspect) and/or not cited correctly. NO facts are reported OR most are inaccurately reported.	
Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.	
Grammar and Punctuation to create Flow and Rhythm	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	

Total Score \_\_\_\_\_

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Student's Comments/Reflection on Learning

Teacher Comments:

**Lesson Title:** Education: Looking Beyond the Classroom

**Career Cluster:** Education and Training

**Foundation, Knowledge and Skills:** Teamwork and Critical Thinking

**Career Concepts:** Career Research, People as Source and Post-secondary Options

**Summary:** Students **learn** about the Education and Training career cluster and **apply** teamwork and critical thinking to gather information and complete a course project.

### **Course Objectives**

- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters.
- 2.2 Students will be able to define, identify, and demonstrate the Foundation Knowledge and Skills.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.3 Students will be able to talk to people to access career resources.
- 6.2 Students will be able to identify post-secondary options in relationship to the career clusters.

### **Lesson Objectives**

#### **Students will:**

- learn about the variety of careers in the Education and Training cluster;
- prepare a list of questions to ask an education career professional;
- work as a team to design a new school and make a presentation to the class;
- take notes from a presentation on education and training careers.

**Time:** Four class periods

**Required Materials:** Access to <https://www.careertech.org/>

### **Guest Presenters**

Education cluster professional(s)

Examples: district office staff, principal, teacher, administrative office professional, nurse, counselor, media specialist, post-secondary faculty or staff person, human resources trainer, college or technical school instructor.

### **Content and Teaching Strategies**

### ***Anticipatory Set***

1. Ask students to think about their school. What type of employees does it take to run a school? What are some of the different education/training careers in the school? What are some career and education opportunities outside of school? Write the list of careers the students come up with on the board. If there are gaps, make sure to mention other possibilities such as counselors, speech pathologists, mental health specialists, principals, etc.
2. Ask students if they think there are different careers needed to work in a high school compared to a middle school? What about at a college or institution of higher education? Add to the list on the board other education/training careers at the high school and colleges. These could include careers such as: career counselors, day care workers, chancellors, student support services, admissions and financial aid, social workers, etc.
3. Show the students the Education and Training career cluster from <https://www.careertech.org/>. Briefly discuss the career pathways of Administration and Administrative Support, Professional Support Services, and Teaching and Training. Using the list on the board, discuss with the students under which career pathway each career should be listed.

### ***Lesson Components***

1. Tell the students that they will be divided into small groups and will be responsible for designing a new school. At the end of the lesson they will present their school information to the class in a creative format of their choosing. Their first task will be to determine the type of school (daycare, preschool, elementary, middle school, high school, college). Students should take into consideration their ability to gather information about the type of school they will develop prior to beginning. Students will be asked to do interviews with education personnel as part of the project. Therefore, if there is not a college in your area, students may want to choose a local school, preschool, or daycare. Encourage groups to have different school types if possible.
2. In small groups, students should brainstorm on the following information in their student notebooks. They should come to a consensus and designate a recorder to hand in their final decisions.
  - Name and location of the school
  - Type of school – elementary, high school, etc.
  - Determine the size of the school including the number of classrooms for each grade level.
  - Make a list of the education/training personnel you will need to open the new school. For instance, teachers, administration staff, counselors, etc. Ask the students to be as complete as possible when coming up with their list. Students will add to this information after small group interviews with classroom presenters.



3. Explain to the students the purpose of gaining career information through people as a resource. Discuss what information professionals can share with students to help them make informed career decisions.
4. Arrange a visit from different educators to come into the classroom to talk to students. If possible, there should be a variety of educators, such as a teacher, administrator, counselor, speech pathologist, etc. There should be at least one educator per group (if you have four groups, you should have four educators). Students will divide into their work groups and put together a list of questions for the educators prior to their classroom visit. The interview questions should include, but are not limited to, the following topic areas, (see Sample Interview Topics/Questions handout):
  - Types of careers available within an education-related setting
  - The job environment in an education-related setting
  - The types of working conditions experienced in an education-related setting
  - The education necessary for the careers available
  - The salary range for careers available

After the students have determined their interview questions, provide feedback to the groups. Create a class list of interview questions on the board that will be asked of all educators. Ask one person in each group to record the questions. This list should also be given to the presenters prior to coming into the classroom.

5. Students should be divided into their appropriate work groups. When the educators arrive for their presentations, one person should sit with each group. Group members will ask the questions from the interview sheet and record the answers to the questions. Group members should divide up the questions and take turns asking questions as well as recording the answers. Allow enough time during the class for all educators to visit each group. Students may want to determine which questions from their interview sheet to ask each educator since they will most likely not have enough time to ask every question.
6. Ask students to write thank you notes to the presenters. Tell the students to include one thing they learned about the profession in their thank you letter. If the educators are in the building, ask one of the students to personally deliver the thank you notes.
7. Students should use the interview questions to add information to their school design. Encourage students to be as specific as possible when providing information on career duties and skills, working conditions, earnings, and education/training. Students should provide this information for each type of career listed in their web/graphic organizer.

### ***Lesson Closure***

1. Students should present their school design to the class after gathering all the necessary information. Students should spend the majority of their

- presentation time on the education and training careers needed to run their school/institution. Students should give an example of how the educator they interviewed influenced their school design.
2. Students should write down at least three facts from each presentation. Students should write facts detailing something new they learned about the Education and Training career cluster, and post-secondary training.
  3. After the presentation, students should choose from one of the following prompts (or others you come up with) to write in their student notebook:
    - I would like to work in the Education and Training career cluster because.....
    - I would not like to work in the Education and Training career cluster because.....
    - One interesting thing I found out about the Education and Training career cluster that I didn't know before was.....
    - The Education and Training career cluster would be interesting because.....

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **teamwork and critical thinking**. Choose one of the following activities to help students connect the lesson with their own development of FKS.

- Write a journal entry reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Graphic organizer (see Supporting Document-Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

## Sample Interview Topics/Questions

### **Career Description**

What duties are included in this career?

What skills does this career require?

### **Working Conditions**

What is the workplace environment for this career?

What hours are you expected to work? Are they flexible?

### **Earnings**

What is the starting salary for a person in this career?

Are there opportunities to increase the salary?

What are some of the benefits associated with this career?

### **Education**

What education and training do you need to enter this career?

What other qualifications are beneficial?

Which college and university programs are related to this career?

Does this career require any special licensing or certification?

### **Career Path**

What are some suggested middle school or high school courses or subjects?

What are some organizations or activities that would benefit a person interested in this career?

What are some related careers?

### **Other**

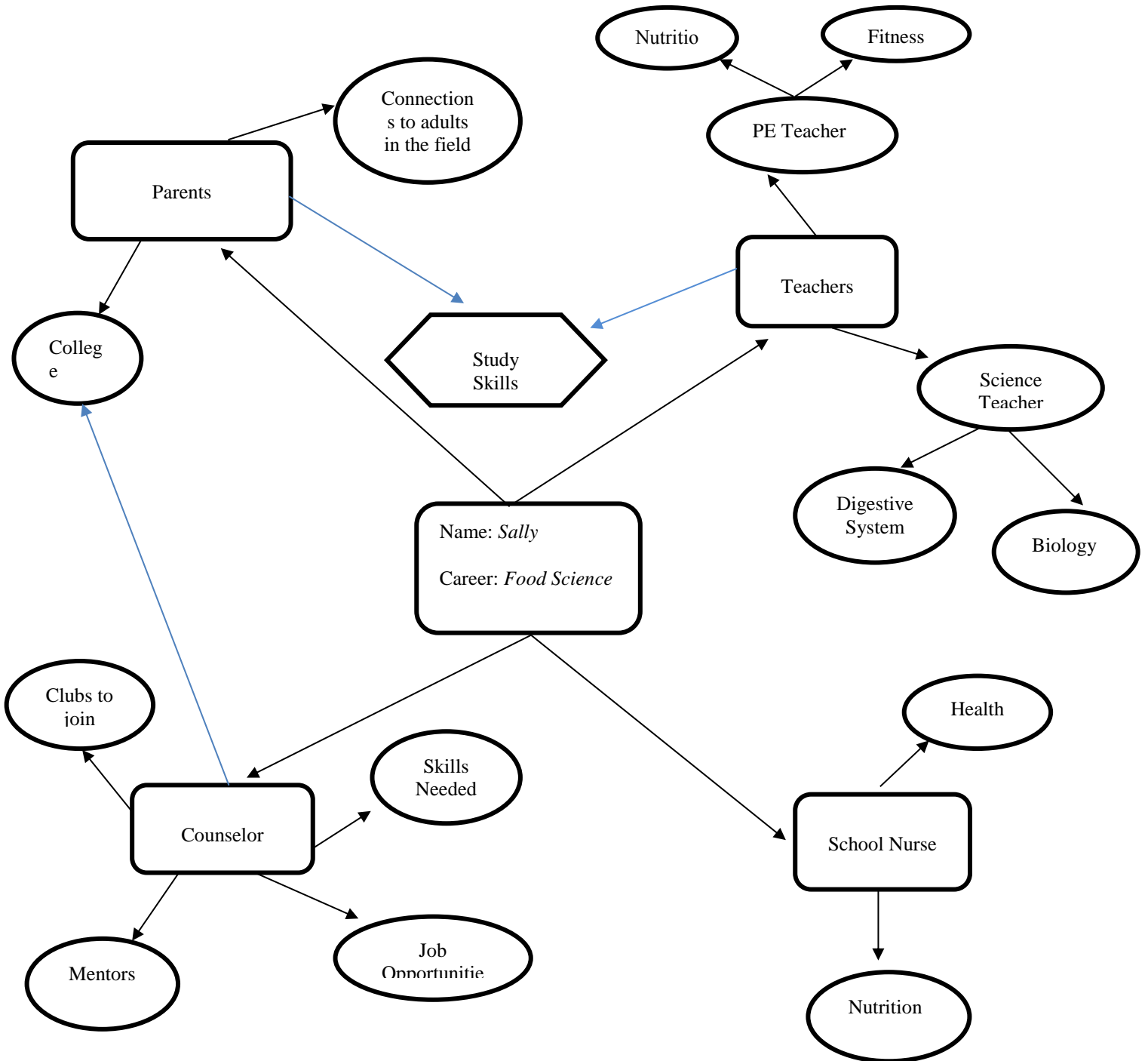
What is the most difficult part of entering this career?

What is your favorite part of this career?

What is your least favorite part of this career?

What does it take to succeed in this career?

Students will create a web to show all the people available to help them develop the knowledge and skills they will need to be successful in their careers.



Sample Graphic Organizer for **Education - Looking Beyond the Classroom**

**Lesson Title:** Exploring My “Market”

**Career Cluster:** Marketing, Sales, Service

**Foundation, Knowledge and Skills:** Critical Thinking, Problem Solving

**Career Concepts:** Extended Learning Information

**Summary:** Students **utilize** the LCE model to identify careers pathways and career specialties, **discover** a variety of extended learning opportunities within the school and their community, and **identify** the Foundation of Knowledge and Skills necessary in the Marketing career cluster.

### **Course Objectives**

- 2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
- 4.1 Students will be able to list and understand a variety of extended school-based and community-based options to explore careers.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.

### **Lesson Objectives**

**Students will:**

- develop a list of careers and career pathways in the Marketing cluster;
- compare/contrast these careers and career pathways to the careers in the Business, Management and Administration career cluster;
- prepare a marketing plan to sell a product;
- develop a list of extended learning opportunities relative to the Marketing career cluster;
- prepare to interview professionals from the Marketing cluster;
- interview school or community professionals regarding extended learning opportunities;
- Develop a plan to complete a service learning project related to Marketing career cluster or one related to his/her own interest which would provide opportunities to gain Foundation Knowledge and Skills.

**Time:** Four to five class periods

**Required Materials:** List of school organizations, list of numerous professional community business resources, list of career clusters and Foundation Knowledge and Skills, interview questions, Individual Graduation Plan, poster board, markers.

**Optional Resources:** Career information in the career library, Louisiana Career Education material, Louisiana Career Information, career clusters at <http://www.careertech.org/>

**Guest Presenters:** Store manager, retail sales specialist, on-line or print marketing specialist, warehouse manager, and market research specialist

## **Content and Teaching Strategies**

### ***Anticipatory Set***

Have a class discussion on the following talking points.

- Develop class list of extended learning opportunities. This will be from their own knowledge and will be supplemented later.
- Share the names of professionals you believe could answer questions regarding extended learning opportunities.
- How could they help you?
- Review purpose of interview, interview questions, expected outcomes.
- How can extended learning opportunities help you improve your Foundation Knowledge and Skills and provide information regarding careers in the Marketing or Business cluster?

### ***Lesson Components***



1. Provide an overview of the Marketing cluster.
2. In small groups, students should select a product currently on the market and develop a marketing plan to sell this product. Determine the customer base and type of marketing to be utilized (text messaging, t-shirts, billboards, bus benches, give away products, Internet, car wraps, bumper stickers, barn roofs, etc.). Students will then write the script or copy for their advertising campaign keeping in mind their customer base. After writing the script, students will determine where the marketing/advertising shall be published, aired, or displayed. Students should put together the information for their marketing campaign on a poster board and be prepared to share their ideas with the class. Ask the class to comment on the proposal and whether or not they would be inclined to purchase the product based on the advertising promotion shared.
3. Produce a list of school organizations that are active in your school, e.g., FCCLA, FFA, Student Council, dance team, sports, National Honor Society, yearbook staff, etc. Identify local businesses related to these organizations.



4. Use these talking points with the students in regard to the school and business resources:
  - Benefits of belonging to school organizations to improve foundation knowledge and skills
  - Benefits of volunteering in community-based business-related activities to improve Foundation Knowledge and Skills
  - Marketing cluster, career pathways, and career specialties

- Benefits of speaking to a professional for career information
5. Invite professionals from the Marketing cluster to your classroom. If there are not sufficient community resources for speakers, consider having students or sponsors from school-related marketing clubs and/or associations. In round robin style, small groups of students will interview three or four business professionals (about five minutes with each professional). Another option is to send a brief questionnaire to ten business or marketing professionals asking them to complete the list of questions. If this is done, use their answers in the classroom with a round robin discussion. **Note:** You may use groups of three to four students and have each group recruit an appropriate guest speaker.
  6. Prepare to interview business professionals in the classroom regarding a career in marketing and the Foundation Knowledge and Skills needed for this cluster.
  7. Have students prepare a list of interview questions and then review list with the class. Prepare a final list of questions to use when speaking to the marketing professionals (see example provided).
  8. Compare with classmates what skills are needed in the Marketing career cluster and identify which skills each student will want to improve.
  9. Extend the connection between marketing tasks and corresponding skills required by having students work in pairs or small groups to complete the marketing task assignment (directions and activity included).



### **Lesson Closures**

Share in teams the following talking points:

- Share interview questions with the class and evaluate how each question will help you find appropriate extended learning opportunities.
- Form two circles, one inside the other, with the inner circle facing out and the outer circle facing in. In thirty second intervals, tell your partner what you learned from the interview with business professionals, then outer circle move one person to the left and repeat until each outer circle student has spoken to each inner circle student.
- Share with a classmate a step you will take to improve your Foundation Knowledge and Skills.
- How could you improve communication skills in an extended learning opportunity? What other skills could you improve?



### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Have students use the model to identify FKS used during the activity.



### **Formative Assessments**

Students will identify a professional they could interview regarding an extended learning opportunity in marketing and prepare a plan for interviewing that professional.



OPTIONAL: Students plan and complete a service learning project in your school or community which would give them the opportunity to improve their own Foundation Knowledge and Skills. Students should share their documentation with the instructor.

For example, students could volunteer to assist in an advertising campaign or help set up a merchandise display.



## Interview Resources

### Questions to consider when interviewing marketing professionals:

What skills are needed in your career?

What opportunities are available to students that would allow them to develop skills within marketing settings?

(Extended learning opportunities-volunteer work, job shadowing, part-time work, ...)  
What training is needed in your career?

### Sample letter to mail to a professional:

(Include the list of Foundation Knowledge and Skills from the Louisiana Career Education packet)

Date:

Dear :

Currently our career education class is researching the Marketing career cluster. We would appreciate your professional input regarding careers related to marketing and business. Would you complete the following questionnaire and return to \_\_\_\_\_ by the end of the week?

Your name:

Your career:

- What skills are needed in your career?
- What training is needed in your career?
- What opportunities are available to students that would allow them to develop skills within marketing/business settings? (Extended learning opportunities: volunteer work, job shadowing, part-time work, ...)

Thank you for helping us research marketing and business careers.

Career Education Class

## Marketing Task Instructions

Read the twelve marketing tasks printed below. These are things marketers are responsible for in different marketing careers. Many skills are required to do these tasks well. Think about what kind of skills you would need to accomplish each task. Then think about where you might learn those skills. There are several potentially correct answers for each task.

### Marketing Tasks:

1. Determine the right prices for your new line of clothing.
2. Determine which countries may not be good markets to sell your PORK hotdogs.
3. Make sure the food you serve at the restaurant meets all health and food safety codes.
4. Come up with a musical “jingle” that will stick in people’s minds but not drive them crazy!
5. Develop a product that is made of materials that won’t break as easily as the competitors’.
6. Present your product’s features to buyers in a conference room.
7. Calm down angry customers so they can explain their problem and you can assist with solving the problem.
8. Figure out if you can export and sell the same kind of laundry detergent in Mexico that you sell here in the U.S.
9. Find a way to motivate your customer service people to be nicer and provide better service to your customers.
10. Estimate the income for your store next year.
11. Design a new window display to sell more shoes in your store.
12. Make flyers to explain what products and services our business offers in an area of town where mostly new immigrants live. There are many different languages spoken, and most people don’t speak English well.

**Lesson Title:** Takin' Care of Business

**Cluster:** Business, Management, and Administration

**Foundation Knowledge and Skills:** Information Technology Application, Communication

**Career Concepts:** Career Research, Extended Learning Opportunities

**Summary:** Students **study** essential business functions, **evaluate** how business uses these functions for efficient production, and **identify** relationship between these functions and the Foundation Knowledge and Skills concepts of safety, health, and the environment in this cluster.

### **Course Objectives**

- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities and career clusters.
- 2.1 Students will be able to make connections between personal strengths/interests and careers.
- 2.2 Students will be able to define, identify and demonstrate the Foundation Knowledge and Skills.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills.
- 4.1 Students will be able to list and understand a variety of extended school-based and community-based learning options to explore careers.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.
- 5.3 Students will be able to talk to people to access career resources.

### **Lesson Objectives**

***Students will:***

- describe the Business, Management and Administration career cluster;
- define entrepreneur;
- understand the role of entrepreneurs in today's economy;
- Distinguish between a good and a service
- explain opportunity costs.

**Time:** Four class periods

### **Required Materials**

- Internet access
- Student copies of p. 1-5 (attached) and Activity: Are You a Potential Entrepreneur? (Parts 1 and 2) (attached)
- Poster paper
- Entrepreneur speakers
- Copies of speaker handouts

### **Content and Teaching Strategies**

#### ***Anticipatory Set:***

- Look at photos of business, management, and administration careers, brainstorm communication and technology applications, and identify entrepreneurial opportunities (images can be found by searching on Yahoo, Google, etc., by entering in the search box, entrepreneur + images).
- Discuss some of the more famous entrepreneurs in American history; then some of the less famous entrepreneurs. Ask students if they know an entrepreneur.

### **Lesson Components**

1. Students will research this career cluster using the Internet, print materials, or community resources. Students should take notes on their research. Students should be reminded to cite the sources of their research. This information can be used in a final project.
2. Entrepreneurs—What do they do?
  - Read p. 1-4
  - Access <http://www.yellowpages.com/state-LA>

(If you do not have access to student computers, make copies of web page information from several businesses at this site.)

Research a Louisiana entrepreneur and answer these questions:

- a. What problem did the entrepreneur solve?
- b. What group of people will want to buy the good or service offered by the business? (i.e., male/female, age range, income, geographic area)
- c. Does the business provide goods or services?
- d. Identify a need or want the entrepreneur has satisfied.
- e. If the entrepreneur has created the business because of a special event, identify the event.
- f. Identify a “surprise” the entrepreneur created when the product/service was developed.
- g. What opportunity cost (i.e., time, money, one location instead of another) did the entrepreneur experience as a result of his/her business?

**3. Identifying Entrepreneurial Opportunities**

- Read p. 5
- Brainstorm your entrepreneurial possibilities. On a sheet of paper or in a word document, answer these statements:
  - a. I wish there were . . .
  - b. If only I had . . .
  - c. I've always been bothered by . . .
  - d. This would be much better if . . .
  - e. There needs to be more of or less of . . .

**4. Are you a potential entrepreneur?**

Handout - Part 1: Entrepreneurial Characteristics

Handout - Part 2: Entrepreneurial Skills

5. Speaker will present information about his/her career in the Business, Management and Administration career cluster. The speaker will be given the relevant topic prior to the presentation. Students will take notes and ask their prepared questions. Alternative option: If a speaker is not available, the student may interview a professional outside of class and report back to class with the information learned.

6. Students will use the information gained in independent research, articles, and speaker presentation to create a poster including examples of business, entrepreneurship, communication, and technology applications occurring in your community.

**Lesson Closure**

Students will share posters with a partner or the class. The teacher will lead a class discussion of most important things learned about this cluster. Individual reflection may include entering what they learned in their student notebook as well as self-assessing their entrepreneurial characteristics and skills.

**Formative Assessment**

- Completion of Activity: Are you a potential entrepreneur? (Parts 1 and 2)
- Poster or PowerPoint presentation that includes examples of business, entrepreneurship, communication, and technology applications occurring in your community.

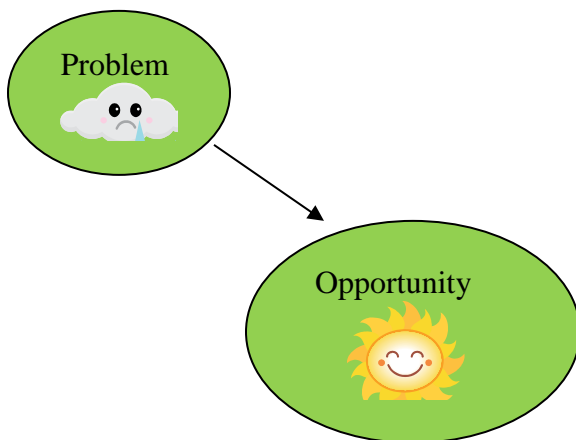
## Entrepreneurs: What Do They Do?

### Every Problem is an Opportunity!

Think about the following occupations and what these people do:

Teacher, Doctor, Police Officer, Bank Teller, Taxi Driver, Engineer,  
Health Care Worker, Computer Analyst, Mechanic, Administrative Assistant

Even though you may have a pretty clear idea of what some of these occupations involve, your definitions might still be somewhat different from those provided by other people. Guess what! You might all be correct. The same is true for defining **entrepreneur**.



People often feel confused about what an entrepreneur is and what this person does. To understand the entrepreneur, who wants “to make a job” instead of “take a job,” think first about the work “problem;” everyone encounters problems every day. They frustrate, confuse, and annoy most people unless those people happen to be entrepreneurs. Unlike many people, entrepreneurs view problems as opportunities. When they encounter them, they start looking for solutions. Entrepreneurs are problem solvers! If you see problems as opportunities to find solutions, then you may be an entrepreneur at heart.

Think of some goods or services people may want that are not readily available—such as:

- a do-it-yourself cleaning kit for a home computer;
- an umbrella that does not bend or break in a strong wind;
- a way to eat chocolate on a hot day without it melting and making a mess;
- a safe way to watch videos in the car on a long trip.

Look again at the last one. Companies have begun producing cars with video screens, and DVD capabilities built into the front seat headrests so passengers in the back can watch videos. **That sounds like an idea first developed by an entrepreneur!**

There will always be wants and desires in our advancing society, and resourceful **entrepreneurs** will always be seeking solutions. They recognize opportunities that others have overlooked and take *action* when others may hesitate. The question is, will you be one of these resourceful entrepreneurs? Are you the type of person who will bring goods and services to the marketplace so people want to buy and enjoy them?

While the supermarket is the name we give the place where we buy our food, the **marketplace** is the name we give to the entire “arena” of places where we can buy all sorts of goods and services. If you can identify a group of people who want to buy a particular good or service, you have identified a potential *market*. Whenever there is a potential market for a good or service, there is opportunity to start a business.

A **good** is something physical (tangible) that you can touch. Sometimes goods go by other names, such as “merchandise” or “items.” Some examples of goods include cars, books, clothes, food, jewelry, and CDs. A **service** is something you cannot touch (intangible), it is something you provide. A haircut is an example of a service. Some examples of other services include tutoring, lawn mowing, Web page design, and pool cleaning. We will sometimes use the words “business product” or “product” to refer either to a good or to a service produced by a business.

### The Entrepreneur’s N.E.W.S.—Read All About It!

One way to think about what motivates entrepreneurs is to consider the **N.E.W.S.**

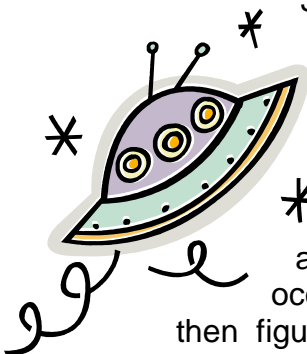
The “**N**” stands for needs and the “**W**” for wants. (*Note: Although economists are usually careful to talk only about the wants of the market place, the average customer is more likely to think in terms of both needs and wants.*) Entrepreneurs are also motivated by events—and that’s the “**E**.” Sometimes entrepreneurs find opportunities when special events occur. If aliens were to land on earth, you can be sure enterprising entrepreneurs would see opportunities to create business ventures.

Just think of the possibilities in arranging everything for the Super Bowl appearances, to parades, and interviews on Oprah—or in creating and marketing space alien actions figures.

Entrepreneurs are also motivated by the element of surprise—and that’s the “**S**” in the **N.E.W.S.** Entrepreneurs love to surprise people with things they would not have imagined on their own and which they did not ever think of as a need or want. If you look at infomercials on television, you will see occasional examples of goods and services dreamed up by entrepreneurs—who then figure out how to create a demand for them. For example, until they were produced, no one had expressed a desire for a Pet Rock or, for that matter, a “Tickle Me Elmo,” “Hula Hoops,” or a “Beanie Baby.”

#### N.E.W.S.

N=Needs  
 E=Events  
 W=Wants  
 S=Surprise



### On the Lookout for Opportunities



Entrepreneurs are constantly looking for problems to solve and for goods and services they can produce that people want to buy. These goods and services may satisfy needs, fulfill wants, contribute to an event, or surprise people with something new that is of interest.

When entrepreneurs turn their ideas into business, they help grow the national economy. Through entrepreneurship, many people may be able to improve the quality of their own lives as well as the quality of other people's lives. The United States has a history of encouraging individuals to realize their dreams through entrepreneurship.

When entrepreneurs turn their ideas into businesses, they help grow the national economy.

### Everything Has an “Opportunity Cost”—Even an Opportunity

Entrepreneurs carefully consider their **opportunity cost**. For example, when they commit time and money to one entrepreneurial venture, they cannot commit the same time and money to another. They must determine where it is wisest to invest their time and money, based on their potential return or profit. Taking opportunity cost into consideration helps them make better decisions and gives them great confidence in their decisions, particularly when the decisions involve risks.

### Giving People What They Want

Entrepreneurs are excited by the challenge of finding solutions for what people want. They evaluate those wants carefully in their search for a solution. Sometimes people want something that does not exist, such as the unbreakable umbrella. Sometimes they want a better quality product than one already available, or they want something available elsewhere, but not locally. Alternatively, they may want a less expensive version of a product already available.



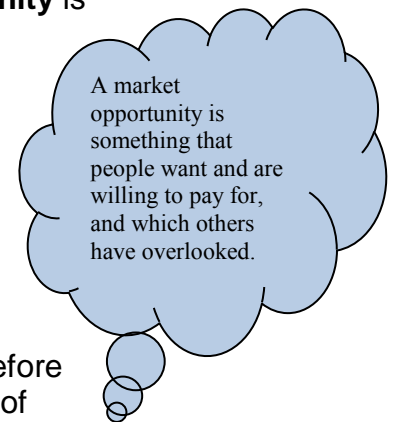
## Identifying Entrepreneurship Opportunities

Now that you understand the characteristics and skills entrepreneurs must have, consider entrepreneurial possibilities that might be right for you.

### Finding the Right Starting Place



Sometimes entrepreneurs will have a great idea for a business “pop” into their heads, and they run with it. The old saying that “ideas are a dime a dozen” is somewhat true. However, entrepreneurs do not want the “dime” idea. They want the idea that is going to carry forward their hopes, dreams, and business aspirations. Therefore, rather than simply trying to come up with a good idea, a better place to focus is with **opportunity**. A **market opportunity** is something—either a good or service—that people want and are willing to pay for, and which others have overlooked. The potential entrepreneur must possess the ability to recognize a market opportunity, because without a market opportunity, no amount of knowledge of accounting practices, legal requirements, or pricing strategies will enable success. As we noted earlier, opportunities are all around us—but they are all looking for someone to do something about them—perhaps you.



A market opportunity is something that people want and are willing to pay for, and which others have overlooked.

While opportunities are all around you, not all are worth pursuing. Before you decide that a particular opportunity is right for you, compile a list of possible opportunities. Think of every problem, need, want, event, and possibility that you can. Do not think at this point about whether something seems too hard, too large, or too small.

## Activity: Are You a Potential Entrepreneur?

### Part 1: Entrepreneurial Characteristics— A Personal Review and Assessment

Select the number that best indicates what you believe about each of the following. At the extremes “1” means “strongly disagree” while “10” means “strongly agree.”

	Least Amount									Highest Amount
Able to plan effectively	1	2	3	4	5	6	7	8	9	10
Communications and speaking	1	2	3	4	5	6	7	8	9	10
Communication skills: writing	1	2	3	4	5	6	7	8	9	10
Communication skills reading	1	2	3	4	5	6	7	8	9	10
Promoting a good or service	1	2	3	4	5	6	7	8	9	10
Interpersonal skills	1	2	3	4	5	6	7	8	9	10
Basic management ability	1	2	3	4	5	6	7	8	9	10
Personal effectiveness	1	2	3	4	5	6	7	8	9	10
Team-building	1	2	3	4	5	6	7	8	9	10
Leadership ability	1	2	3	4	5	6	7	8	9	10



**Add up your score:** If your score is 70 or over, you already have many of the key skills necessary to be a successful entrepreneur. If you gave yourself a score of 6 or less on any of the items, you might want to work on improving your skills. If you are determined, you can improve any skill you believe you will need to become a successful entrepreneur.

## Activity: Are You a Potential Entrepreneur?

### Part 2: Entrepreneurial Skills— A Personal Review and Assessment

Select the number that best indicates what you believe about each of the following. At the extremes “1” means “strongly disagree” while “10” means “strongly agree.”

	Least Amount									Highest Amount
Able to plan effectively	1	2	3	4	5	6	7	8	9	10
Communications and speaking	1	2	3	4	5	6	7	8	9	10
Communication skills: writing	1	2	3	4	5	6	7	8	9	10
Communication skills: reading	1	2	3	4	5	6	7	8	9	10
Promoting a good or service	1	2	3	4	5	6	7	8	9	10
Interpersonal skills	1	2	3	4	5	6	7	8	9	10
Basic management ability	1	2	3	4	5	6	7	8	9	10
Personal effectiveness	1	2	3	4	5	6	7	8	9	10
Team-building	1	2	3	4	5	6	7	8	9	10
Leadership ability	1	2	3	4	5	6	7	8	9	10



**Add up your score:** If your score is 70 or over, you already have many of the key skills necessary to be a successful entrepreneur. If you gave yourself a score of 6 or less on any of the items, you might want to work on improving your skills. If you are determined, you can improve any skill you believe you will need to become a successful entrepreneur.

**Lesson Title:** Vacation Time!

**Career Cluster:** Hospitality and Tourism

**Foundation Knowledge and Skills:** Communication

**Career Concepts:** Post-secondary Options

**Summary:** Students **examine** the processes and skills associated with the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services.

**Course Objectives**

- 1.2 Students will be able to identify compositions of career clusters and the relationship to a career field.
- 4.2 Students will be able to participate in a career exploration activity involving a professional contact.
- 5.3 Students will be able to talk to people to access career information.
- 6.2 Identify post-secondary options in relationship to the career clusters.

**Lesson Objectives**

**Students will:**

- develop a list of what attracts people to different locations;
- create a travel brochure for their hometown or location of choice;
- develop a list of careers needed for a family to have an enjoyable vacation;
- gather information on a specific business that is a part of the hospitality and tourism industry;
- create a list of questions about the educational requirements to obtain a career in the hospitality and tourism industry and the training they would get;
- using the list of questions generated in the activity listed above, interview a member of management in the hospitality and tourism industry.

**Time:** Six class periods

**Required Materials:** Art supplies (markers, crayons, colored pencils, etc.), old magazines to cut pictures, sample travel brochures, a list of hospitality and tourism businesses and management in the community or surrounding areas; desktop publishing software.

**Optional Resources:** Sample travel brochures at:

<http://www.ebrochures.com>

**Guest Presenters:** (optional) Travel agent, hotel manager, restaurant proprietor, event planner, banquet planner, chef, local school activities director, Chamber of Commerce representative.

**Content and Teaching Strategies:**

**Anticipatory Set**

The class should formulate a list on the board of what attracts people to different locations around the globe.

**Lesson Components**

1. Have a brief discussion on the careers that fall into the hospitality and tourism career cluster and how each career relates back to a field, cluster and pathway.



2. Begin a discussion with students on the importance of communicating and ways of communicating to others what an area has to offer in terms of creating economic development. Use the following talking points:
  - a. Why is communication important?
  - b. What are the different forms of communication?
  - c. What skills help to make communication important?
3. Have students take the Communication assessment as PROVIDED BY TEACHER..
4. Students should be given the following assignment:
  - a. Imagine that you are the head of the Chamber of Commerce in your chosen location. Your task is to develop an eye-catching travel brochure to convince people to visit your location. Be sure to describe not only the location the visitors will see, but also the transportation they will take and their accommodations while visiting.



- b. The final projects should include information on housing, transportation, attractions, dining, cultural etiquette (if appropriate) and temperature.



5. In small groups, the students should develop a list of other career specialties that would have gone into making the travel brochure.
6. Have the students develop a list of questions that could be asked at an interview to determine the education and training needed in relation to a career in the hospitality and tourism industry. Possible talking points are:
  - a. What high school classes do you like your future employees to take?
  - b. What extracurricular activities are important?
  - c. If I work for your company what type of training will I receive before I begin?
  - d. What type of continual training program does your company offer?
  - e. Does your company tend to hire management from within?
  - f. What type of training have you received in your career?
7. Discuss appropriate interview skills with the students.
8. Optional activity: Organize community members to come into your classroom for a round robin interview session. Have the class split up into small groups and spend five minutes talking to each community member. Students should attempt to learn about the career as well as the training for that career.
9. Optional activity: Each student should create a poster to be displayed in the room which displays the information learned in the interview of their choice.
10. Work with the school's activity director or local Chamber of Commerce to help organize an upcoming event.

### **Lesson Closure**



Students should use their student notebooks to write five facts about the education needed and training offered in the local hospitality and tourism industry as a ticket out of the door.

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **human services**. Choose one of the following activities to help students connect the activities with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the FKS used In this lesson idea connected to home, school and work.

Have students use the model to identify FKS used during the activity.

### **Formative Assessment**

Students should be assessed based on their ticket out of the door.



## Creating Your Travel Brochure

Name: \_\_\_\_\_

**Directions:** You are the head of the Chamber of Commerce and need to develop an eye-catching travel brochure to convince people to visit your location.

**Required elements:**

- Locations visitors will see
- Transportation available
- Lodging / Accommodations available
- Housing
- Attractions
- Dining
- Cultural etiquette (if applicable)
- Temperature

**Lesson Title:** Show Me the Money!

**Career Cluster:** Finance

**Essential Knowledge and Skills:** Teamwork, Employability, Career Development, Information Technology Applications, and Communication

**Career Concepts:** Career Research

**Summary:** Students **explore** how trends are an integral part of the Finance career cluster and **apply** learning about trends to researching career pathways and career specialties of this career cluster.

**Course Objectives:**

- 1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities and career clusters.
- 5.1 Students will be able to utilize technology to access career information.
- 5.2 Students will be able to utilize printed material to access career information.

**Lesson Objectives:**

**Students will...**

- Learn more about the finance career cluster.
- Learn about future careers in the finance career cluster.
- Learn about job projections and job outlooks.
- Research work trends in the career cluster of their choice.

**Time:** Four class periods

**Required Materials:** Printed resources or Internet access to Occupational Outlook <http://www.onetonline.org/> Handbook, 3x5 note cards with finance career specialty listed or Show Me the Money-Activity Sheet, “Work Trends” activity sheet.

**Optional Resources:** Printed resources focused on work trends, computer resources focused on work trends such as Occupational Outlook Handbook or the Federal Reserve website: [www.federalreserveeducation.org](http://www.federalreserveeducation.org). Stock Market Game, found at [www.investopedia.com](http://www.investopedia.com).

Visual Presentation of the career cluster/pathway/specialty can be accessed by logging onto <http://www.careertech.org> This can be used to demonstrate how to use the clusters or direct students within a cluster.

**Guest presenters:** (optional) Finance professional such as: bank loan officer, personal banker, accountant or accounting clerk, auditor, financial analyst, actuary, insurance claims agent or underwriter.

**Content and Teaching Strategies:**

*Anticipatory Set*

Put a “word bank” of career specialties on the board ahead of time to give students a clue for their answers.

Divide the class in half. One half of the class drives a 2007 Hummer. The other half of the class drives a 1995 Ford. Students are out for a drive one night and they have a fender bender in which the Ford collides with the Hummer. Use these talking points:



- After you tell your parents and notify the police, who would be the next person you would call after the accident? (Answer: insurance agent)
- The insurance agent tells you that you will be responsible for the deductible from your insurance. In this case, you will have to come up with \$1000 for repairs to your vehicle. If you don't have the needed money to pay the deductible, you need to go to the bank get the money.
- Upon entering the bank, who would see working there? (loan officer, loan processor, personal banker, auditor, accountant, financial analyst, etc.)
- Who would you see if you already had the money in the bank? Who would you talk to if you needed to borrow the money?
- These are all people that have careers in the finance cluster. Over the next few days, we'll be learning more about different careers in the finance cluster.

*Lesson Components*

1. Learn about the finance career cluster.
  - a. Give each student a 3x5 note card with a finance career specialty printed on each card or use the Show Me the Money Activity Sheet (located at the end of this lesson).
  - b. Divide the classroom into four sections, based on the four career pathways in the finance career cluster. (banking and related services, business financial management, financial and investment planning, insurance services)
  - c. Have each student determine which pathway their career specialty falls under.
  - d. Talk about each of the four career pathways and the different career specialties within each.

2. Explain the purpose of looking at work trend information.

Use these talking points:



- Work trends help people evaluate different careers and what might be best suited for them.
- Work trends include the number of people involved in that career, the location of those workers, job security, career demand, career advancement and related career opportunities.

3. Discuss work trends in the finance career cluster.



- a. Assign students a partner.
- b. Each group is responsible for researching work trends in a specific career specialty in the finance career cluster. Students should utilize either printed copies or online versions of the Occupational Outlook Handbook to get this information.
- c. Students should complete the “Work Trends” activity sheet based on their assigned career specialty. (There are two “Work Trends” activity sheets, choose the one best suited for your outcome.)
4. Identify work trends in selected career cluster.
  - a. Have students work individually to look at work trends for their selected career specialty.
  - b. Students may complete the “Work Trends” activity sheet for their selected career specialty. (There are two “Work Trends” activity sheets, choose the one best suited for your outcome.)
5. Provide feedback to students on their “Work Trends” activity sheet.
6. Optional Hands-on Activity: Use the Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) – both found free for educators at the Family Economics and Financial Education website [feff.arizona.edu/](http://feff.arizona.edu/), you will need to register as a user. \*\* These activities are also suggested as options within the Human Needs Cluster.

### Lesson Closure

Have students stand in a circle around the room. Each student takes a turn telling one work trend fact they learned in regard to their selected career specialty.

### Essential Knowledge and Skills Connection

The components of this lesson emphasize **teamwork, problem solving, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used in this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

### Formative Assessment:

Students can be assessed on the completion of the “Work Trends” activity sheet

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## Work Trends

Name(s): \_\_\_\_\_  
\_\_\_\_\_

Career Cluster \_\_\_\_\_

Career Pathway \_\_\_\_\_

Career Specialty \_\_\_\_\_

**Answer the following questions:**

1. Briefly describe this career.
  
  
  
  
  
  
  
  
  
  
2. How many people work in this career area in Louisiana?
  
  
  
  
  
  
  
  
  
  
3. How many people work in this career in the United States?
  
  
  
  
  
  
  
  
  
  
4. Is the demand for this career expected to increase or decrease?
  
  
  
  
  
  
  
  
  
  
5. What High School courses and activities would help you prepare for this career specialty?

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## Show Me the Money—Activity Sheet

Name \_\_\_\_\_

Directions: Complete this worksheet using the printed resources provided.

---

***Specialties Available***

***Select One Specialty and List the Description***

**Career Cluster:**

**Finance Pathway:**

\_\_\_\_\_

***Select three career specialties that require different levels of education and list the average income***

***Helpful High School Courses and Activities***

**Lesson Title:** Individual Graduation Plan

**Career Cluster:** N/A

**Foundation, Knowledge and Skills:** Career Development, Problem Solving, Information Technology Application, Communication

**Career Concept:** Extended Learning Opportunities, Post-secondary Options

**Summary:** Students **use** Louisiana Connect to review and revise their IGP to reflect their career pathways research and planning for academic and career goals.

### **Course Objectives**

- 3.1 Students will be able to understand the purpose of an Individual Graduation Plan.
- 3.2 Students will be able to use information gathered from self-awareness activities, the career field cluster model, Foundation Knowledge and Skills, career exploration, and goal setting to develop an Individual Graduation Plan using
- 3.3 Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes.
- 3.4 Students will be able to follow the Individual Graduation Plan when registering for classes.

### **Lesson Objectives**

#### ***Students will:***

- develop an understanding of the purpose of an Individual Graduation Plan;
- select courses and activities that will help them reach future goals;
- record course and activity choices in an Individual Graduation Plan document either online or in a printed document (students should utilize Louisiana Connect at <https://www.louisianaconnect.org> ;
- use the Individual Education Plan when registering for classes.

**Time:** Six class periods

**Required Materials:** Personal information accumulated throughout the careers course, high school graduation requirements, plans of study for career clusters found at <https://louisianaconnect.org/>, school course catalogs, “Individual Graduation Plan” activity sheet, “Career Cluster Brochure Student Directions” handout, “Career Cluster Brochure Teacher Directions” handout, “Course List” example, list of courses for grades 9-12, “Interview Guide” activity sheet (all attached).

**Optional Resources:** Internet access to <https://www.louisianaconnect.org/>, Individual Graduation Plan PowerPoint example and “graduation plan typing template”

**Guest Presenters:** school counselor(s), senior students

## Content and Teaching Strategies

### **Anticipatory Set**

“The more you learn, the more you earn.” Show Bureau of Labor Statistics chart illustrating earning data by educational level (See Earning, Learning, and Living PowerPoint Example for chart). If annual earnings are multiplied by 40 working years for a high school graduate and someone without a high school diploma, the difference is \$328,640. So on graduation day, the high school diploma is worth \$328,640. (2003 data)

### Lesson Components

***As you teach this lesson each component will need to be edited to match your schools requirements and data. A school counselor usually has the information readily available.***

(*Note to teacher:* If using lesson component eight and nine, assign eight at the beginning of the unit as homework.)



1. Discuss with students setting long-term goals such as graduating from high school and the short-term goals needed to achieve them. Discuss the importance of framing high school classes to be prepared for future career goals.
2. By now each student should have completed basic skills assessment in Louisiana Connect or as provided by the teacher.

At this time, if the students have them review the average scores for each Foundation Knowledge and Skill. Identify skills in need of improvement and discuss school and out of school opportunities that would help build each skill. In the student notebook, have student respond to the prompt, “These are the skills I need to develop or improve...”



3. Define transcripts, grades, credits, prerequisites, required courses, electives, rigor, transitions and extended learning opportunities.

Use these talking points:

- a. Transcripts are a record of the courses you have taken, including the grades and credits you earned. Other information may be included such as achievements, test scores, attendance, etc.
- b. Grades are a way of recording your progress in a class. They may be listed as a percentage, i.e., 88%, on a point scale, i.e., 3.0 is a B, on a letter scale, i.e., A, B, C, D, F, or with a pass/fail indication.




- c. Credits are units to measure the quantity of classes completed. For example, you will earn five credits for each semester class you pass. Historically, credits were developed based upon the number of hours per week a class met.
  - d. Prerequisites are classes that must be taken before another class can be taken. They often provide an introduction or foundation that will help you be successful in the next class. For example, it would be best to take Drafting I before Drafting II.
4. Sometimes, permission can be gained to enter a class without the prerequisite if the student can demonstrate knowledge and skill needed for the next class.
  - a. *Required Classes*—those classes that the local school board of education has decided are necessary for all students to take. They must be taken and passed in order to graduate from high school.
  - b. *Electives*—classes the student can choose. Elective choice may be based upon classes that will support career goals, leisure interests, or personal and family goals.
  - c. *Rigor*—implies taking challenging classes and they give the student the best opportunity for developing knowledge and skills. Students should be encouraged to take rigorous classes all through school, but particularly during the senior year. A challenging senior year helps the student maintain a high level of study skill habits and sharpness in thinking skills which help in training and educational programs after high school.
  - d. *Transition*—the passage from one part of life to another. Typical transitions for students are from middle school to high school and high school to training after school. Typical transitions for youth are from adolescence to adulthood, or dependence to independence.
  - e. *Extended Learning Opportunities*—school and community activities that help develop transferable skills and leadership development. There are extended learning opportunities suggested in the career clusters under school and community activities.
5. Using personal materials from class and the “Individual Graduation Plan” activity Sheet, record choice of career field(s) and career cluster(s) in the student notebook.
6. Introduce the suggested “Plans of Study” at <http://www.careertech.org> and use local plans if available. Have students print the “Plan of Study” for the career cluster they are most interested in (two plans, if necessary.) Discuss components of the plans: core subjects, Louisiana Career Education classes, supporting classes, and activities.
7. Invite the school counselor to speak to the students about graduation requirements for the school district and give an explanation of available courses. See the Example “Individual Graduation Plan PowerPoint” for a system of working through required classes and electives. This PowerPoint will need to be customized to your school district’s requirements. Students will need a suggested “Plan of Study” for their chosen career cluster, an “Individual Graduation Plan” activity sheet (see example



and format as needed for your school) and a list of courses to circle choices and take notes for questions, as the counselor is speaking. (See “Course List” example.)

**Note to teacher:** Depending on the size of your school, this explanation could take one to three class periods. If the counselor cannot spare more than one session with the students, make plans about which classes you feel comfortable talking with and which classes the counselor would prefer to meet with.

- 
8. Using the “ Individual Graduation Plan” activity sheet, students will select classes required for graduation, classes that will enable them to obtain admission to the post-secondary option of their choice, and classes that will build Foundation Knowledge and Skills for the career clusters they are considering.
  9. Assign students one school or community extended learning opportunity to research. Students should interview the sponsor or someone that participates in the activity. Students should learn about the activity and which Foundation Knowledge and Skills are developed by participating. Students will present a 30-60 second promo on their selected organization.
    - a. Alternative Option: Sponsor an activity fair where students can learn directly from the sponsors and participants of the activities.
    - b. Alternative Option: Distribute any promotional materials/activities you may have and explain the various organizations to the students.
  10. After hearing all the promotional information, students will select extended learning activities they are interested in to add to their “Individual Graduation Plan” activity sheet.
  11. Introduce the brochure project using the “Career Cluster Brochure Student Directions” handout. See “Career Cluster Brochure Teacher Instructions” handout for a detailed description of the activity.
  12. Students will seek input from the instructor, counselor, parents and other caring adults to assess the quality of their completed plan.
    - a. Instructor and/or Counselor. The teacher or counselor should plan a conference time to work with the student about the quality of their Individual Graduation Plan. For focused students, this may be a brief conference, but for unsure students, time and discussion will be a valuable tool. If the teacher will be responsible for these conferences, a good time to complete them is when the students are working on the brochure project. The students can be individually pulled away from their work on the project to conference for a few minutes with the teacher.
    - b. Parents. Students should take their plans home to review with parents. Students should ask for parental suggestions and make sure there is agreement between parents and students on the plan. Make necessary changes when the students return their plans. **Note:** *Parents are required to sign the Individual Graduation Plan.* Options for parental involvement include: having someone available to discuss Personal Learning Plans at parent/teacher conferences; sending home Personal Learning Plans with

semester grades; and the ultimate plan is setting up a conference with the student, parent, and teacher advisor/counselor.

c. Other Caring Adults. Some students may have a mentor other than their parents such as a friend, relative, someone in their career field, coach, etc. Encourage students to get ideas and support from the caring adults in their lives. In addition, many schools have advisor-advisee programs and their teacher advisor can offer support and advice.



13. Using the Louisiana Connect website, enter the courses in the on-line “Individual Graduation Plan.” *Note to teacher:* Recommend a copy of the Individual Graduation Plan be disseminated to the parents/guardians, student cumulative folder, and on file for use with advisory teams throughout remaining school years.
14. During registration each year, help students revisit the plan and make any needed changes.
15. During registration have current seniors come to talk with students and parents regarding courses, requirements, and the importance of being involved in activities.

### **Lesson Closure**

Write an essay in the student notebook with the following theme, “What I learned about myself while making my Individual Graduation Plan.”

### **Foundation Knowledge and Skills Connection**

The components of this lesson emphasize **career development, problem solving, information technology application, communication**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.

### **Formative Assessment**

Complete an Individual Graduation Plan and assess the quality of the plan with a caring adult. Assess the essay in the student notebook with the following theme, “What I Learned about Myself While Making My Individual Graduation Plan.”

## Career Cluster Brochure Teacher Instructions

Each student should choose a career cluster for which he/she will research. The brochure will be handwritten and tri-fold. Pictures may be included as long as they relate to the topic.

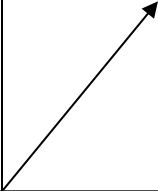

Much of the content can be found at <http://www.careertech.org/> . Follow the diagram below for details. Notes to the teacher are highlighted.

Side 1:

(Inside Flap)	(Back)	(Title Page)
Cluster Overview	Advice from the Field	Title (Career Cluster)
<p>Students write a summary about the career cluster. This should include the following:</p> <ul style="list-style-type: none"> <li>• List of all career pathways</li> <li>• Description of recommended Foundation, Knowledge, and Skills</li> <li>• Expand on the technical skills for the cluster</li> </ul> <p>Students can find these at <a href="http://www.careertech.org">http://www.careertech.org</a> and <a href="http://www.EducationQuest.org">www.EducationQuest.org</a></p>	<p>(Students interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the person interviewed.)</p> <p>Help students find a representative from their career clusters. Suggestions include: contact a college instructor or contact a professional organization.</p>	<p>Appropriate Picture(s)</p> <p>Slogan/Tag Line (Example: Beef-It's What's for Dinner; Just Do It, etc.)</p> <p>Author</p>

Side 2 (Inside)

Students should select the three most interesting career pathways within their chosen cluster

Pathway 1	Pathway 2	Pathway 3
<p>Write three paragraphs for this pathway;</p> <ol style="list-style-type: none"> <li>1. Description of the pathway</li> <li>2. Examples and descriptions of a program of study for the pathway</li> <li>3. Find two post-secondary opportunities for the pathway (at least one in LA)</li> </ol> <p>Students can find these through <a href="http://www.careertech.org">http://www.careertech.org</a> and <a href="http://www.EducationQuest.org">www.EducationQuest.org</a></p>		

Find the same information for all three.

## Extended Learning Opportunity Interview Guide

Name \_\_\_\_\_

Activity title: \_\_\_\_\_

Circle one:                                      School                                      Community

Sponsor or leader: \_\_\_\_\_

Person interviewed: \_\_\_\_\_

Description: \_\_\_\_\_

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Requirements to join: \_\_\_\_\_

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Activities or events: \_\_\_\_\_

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Meeting dates: \_\_\_\_\_

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Skills usually learned from activities: \_\_\_\_\_

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**Career Cluster Brochure Student Directions**

Choose a career about which you want to learn more. You will create a tri-fold brochure that explains the cluster and three of the career pathways. The brochure should be handwritten. Pictures can be printed but should not take up too much area, to avoid the content being cut short.

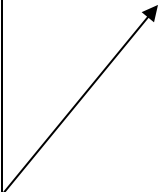

Follow the diagram below to show you how to make your career cluster brochure.

Side 1:

(Inside Flap)	(Back)	(Title Page)
<p style="text-align: center;">Cluster Overview</p> <p>Write a summary about the career cluster. This should include the following:</p> <ul style="list-style-type: none"> <li>• List of all career pathways</li> <li>• Description of recommended Foundation, Knowledge, and Skills</li> <li>• Expand on the technical skills for the cluster</li> </ul>	<p style="text-align: center;">Advice from the Field</p> <p>(Interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the person interviewed.)</p>	<p style="text-align: center;">Title (Career Cluster)</p> <p style="text-align: center;">Appropriate Picture(s)</p> <p style="text-align: center;">Slogan/Tag Line (Example: Beef-It's What's for Dinner; Just Do It, etc.)</p> <p style="text-align: center;">Author</p>

Side 2: (Inside)

Select the three most interesting career pathways within your chosen cluster.

Pathway 1	Pathway 2	Pathway 3
<p>Write three paragraphs for this pathway;</p> <ol style="list-style-type: none"> <li>1. Description of the pathway</li> <li>2. Examples and descriptions of a program of study for the pathway</li> <li>3. Find two post-secondary opportunities for the pathway (at least one in LA)</li> </ol> <p>Students can find these through <a href="http://www.careertech.org/">http://www.careertech.org/</a> and <a href="http://www.EducationQuest.org">www.EducationQuest.org</a></p>		

Find the same information for all three.



<b>High School Course Offerings Sample</b>			
<p><b><u>Agriscience</u></b> Agriscience I, II, and III Agriscience Welding Aquaculture Equine Science Forestry Horticulture</p>	<p><b><u>Business Education</u></b> Accounting I and II Introduction to Business Computer Applications Business English Business Law Desktop Publishing Economics Principles of Business Web Design</p>	<p><b><u>Family and Consumer Sciences</u></b> Adult Responsibilities Advanced Child Dev. Advanced Nutrition and Food Clothing and Textiles Family and Consumer Sciences I and II Food Services I and II Parenthood Education ProStart I and II</p>	<p><b><u>Health Sciences</u></b> Dental Assistant I and II EMT-Basic First Responder Medical Terminology Nurse Assistant Pharmacy Technician Sports Medicine I,II,and III</p>
<p><b><u>Technology Education</u></b> Advanced Electricity/Electronics Architectural Drafting Basic Wood Technology Construction Technology Process Technician I and II Welding Technology</p>	<p><b><u>Trade and Industrial</u></b> Cabinet Making I and II Commercial Art I and II Graphic Arts I, II, and III Horticulture I and II Outdoor Power Equipment Technician I, II, III, and IV Welding ABC Electrical</p>	<p><b><u>General CTE</u></b> Advanced TV Broadcasting I and II Digital Media I and II Education for Careers Journey to Careers STAR I and II Financial planning Economics and the World of Finance</p>	<p><b><u>English</u></b> English I, II, III, and IV Creative Writing Mythology Individualized Reading Publications I and II Journalism Science Fiction English as a Second Language</p>
<p><b><u>Mathematics</u></b> Algebra I ,II, and III Geometry Probability and Statistics Discrete Mathematics Financial Mathematics Advanced Math Calculus I and II</p>	<p><b><u>Social Studies</u></b> World Geography Civics Free Enterprise American History World History American Government Western Civilization Psychology Forensic Psychology Sociology Law Studies I/ Practical Law Leadership</p>	<p><b><u>Science</u></b> General Science Physical Science Biology I and II Chemistry I, II, and III Environmental Science Earth Science Physics for Technology I and II Physics I and II Forensic Science Molecular Genetics I and II</p>	<p><b><u>Physical Education</u></b> Physical Ed I, II, III, and IV Health Ed ROTC I, II, III, and IV</p>
<p><b><u>Foreign Languages</u></b> French Spanish Russian Latin German</p>	<p><b><u>Fine Arts</u></b> Art Fine Arts Survey Art Appreciation</p>	<p><b><u>Band</u></b> Applied Music Beginning Band Intermediate Band Advanced Band Jazz Ensemble Orchestra</p>	<p><b><u>Vocal Music</u></b> Small Vocal Ensemble Beginning Choir Intermediate Choir Advanced Choir General Music</p>

## Personal Learning Plan

Complete the Personal Learning Plan below as a draft for the development of your Individual Graduation Plan. What classes would help a student interested in the career you selected? Be sure that your plan will meet high school graduation and post-secondary entrance requirements. Check with your teacher to see how many classes you would take in a particular grade level (include both semesters).

Use resources from this class, your school’s course catalog, and/or suggested plans of study to identify classes that can help you be successful in your career cluster. Consider extended learning activities available in your school and community that would support your career choice.

Subject	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	First Year Post-secondary
<b>English</b>					
<b>Math</b>					
<b>Science</b>					
<b>Social Studies</b>					
<b>Career Education Courses</b>					
<b>Additional Requirements or Electives</b>					
Subject	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	First Year Post-secondary
<b>School and Community Activities</b>					

LOUISIANA DEPARTMENT OF EDUCATION  
**INDIVIDUAL GRADUATION EDUCATIONAL PLAN**

Beginning Date: \_\_\_\_\_

Name: \_\_\_\_\_  
Originating Middle School: \_\_\_\_\_

NOTE: Students may complete  
**Career Cluster:**

- Agriculture, Food and Natural Resources
- Arts, A/V Technology and Communications
- Architecture and Construction
- Business, Management and Administration

**Diploma Endorsements:** \_\_\_\_\_

**Post-secondary Plans:**  
(Check College Catalogs for specific entrance requirements)

Prior to beginning the school year and teaching this lesson, check the Louisiana Department of Education website ([www.louisianabelieves.com](http://www.louisianabelieves.com)) for updated forms and graduation requirements and endorsements.

**9th Grade**  
EOC Results: (circle one)  
Y N Excellent/Good Algebra I  
Y N Excellent/Good Biology I  
Y N Fair Algebra I  
Y N Fair Biology I

(Remember to consider TOPS/TOPS Tech Core Curriculum)

English: \_\_\_\_\_  
Mathematics: \_\_\_\_\_

Science: \_\_\_\_\_

Social Studies: \_\_\_\_\_

PE/Health/ROTC: \_\_\_\_\_

**General Electives**

**Electives:** Area of Concentration (4 units comprised of a sequence of related specialty courses).

Signatures: \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Science: \_\_\_\_\_

Social Studies: \_\_\_\_\_

PE/Health/ROTC: \_\_\_\_\_

**General Electives**

**Electives:** Area of Concentration (4 units comprised of a sequence of related specialty courses).

Initials: \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Science: \_\_\_\_\_

Social Studies: \_\_\_\_\_

PE/Health/ROTC: \_\_\_\_\_

**General Electives**

**Electives:** Area of Concentration (4 units comprised of a sequence of related specialty courses).

Initials: \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Science: \_\_\_\_\_

Social Studies: \_\_\_\_\_

PE/Health/ROTC: \_\_\_\_\_

**General Electives**

**Electives:** Area of Concentration (4 units comprised of a sequence of related specialty courses).

Initials: \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

Counselor/Advisor \_\_\_\_\_ Date \_\_\_\_\_

**LOUISIANA HIGH SCHOOL GRADUATION REQUIREMENTS - 24 UNITS REQUIRED**

- English (4 units):** English I, II, III, in consecutive order and English IV or Business English
- Mathematics (3 units):** Effective for 2005-2006 incoming freshmen and thereafter, three units of mathematics shall be required for graduation. All students must complete one of the following: Algebra I (1 unit) **or** Algebra I-Pt. 1 **and** Algebra I-Pt. 2 (2 units) **or** Integrated Mathematics I (1 unit).  
The remaining unit(s) shall come from the following: Integrated Mathematics II, Integrated Mathematics III, Geometry, Algebra II, Financial Mathematics, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, and Discrete Mathematics.
- Science (3 units):** 1 unit of Biology  
1 unit from the following physical science cluster: Physical Science, Integrated Science, Chemistry I, Physics I and Physics of Technology I  
1 unit from the following courses: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the physical science cluster, or a locally initiated science elective.  
Students may not take both Integrated Science and Physical Science. Agriscience I is a prerequisite for Agriscience II and is an elective course.
- Social Studies (3 units):** American History, one-half unit of Civics or AP American Government and Politics, one-half unit of Free Enterprise, and one of the following: World History, World Geography, Western Civilization, or AP European History.
- Health Education (½ unit)**
- Physical Ed. (1½ units):** Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. **NOTE:** The substitution of ROTC is permissible. A maximum of four units may be used toward graduation.

**Elective**

\*Certain courses have been approved for both TOPS and BESE for both TOPS and BESE approved as substitute for computer applications can be viewed at www.tops.louisiana.gov TOPS Program at 1.800.440.2343

**TOPS Core Curriculum**

Units	Courses
4	English I, English II, English III, and English IV or Business English
1	Algebra (1 unit) or Algebra I Part 1 and Algebra I Part 2 (2 units) or Integrated Mathematics I (1 unit)
1	Applied Mathematics
1	Algebra II or Integrated Mathematics II
1	Geometry, Calculus, or Discrete Mathematics
1	Biology
1	Chemistry
1	Earth Science or Environmental Science
1	Chemistry or Physics
1	Effective for 2005-2006 incoming freshmen and thereafter, one additional unit from the following courses: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, an additional course from the physical science cluster, or a locally initiated science elective.
1	One additional unit from the following courses: American History, World History, Civics and Government, or AP American Government and Politics
1	Fine Arts Survey or Theater or other locally initiated elective from the fine arts cluster
2	Foreign Language (2 units in a single language and separate level courses)
½	Computer Science, Computer Literacy, or Business Computer Applications or substitute an elective course from the secondary computer related courses

Prior to beginning the school year and teaching this lesson, check the Louisiana Department of Education website ([www.louisianabelieves.com](http://www.louisianabelieves.com)) for updated forms and graduation requirements and endorsements.

**Options Law as follows: In order for a student to use this option, the courses for the career major must be BESE approved.**

- 4 Units in a career major comprised of a sequence of related specialty courses.
- 1 Unit in a basic computer technology course.
- 1 Unit in a related or technical field course.

a sequence of related

Algebra I Part 2 (2 units) or Algebra I Part 1 and Algebra I Part 2 (2 units) or Integrated Mathematics I (1 unit)

or II, Discrete Math or

Chemistry, Integrated Science, or Physics for

Physics

Arts courses in music, two units of studio art studies that is approved by the State Board of Education Offerings Bulletin 741 and is an elective from among the

field of studies that is

approved under the Career

<b>Louisiana High School Diploma Endorsements</b>				
<b>Career/Technical Endorsement</b>			<b>Academic Endorsement</b>	
<b>Core Courses</b>				
<b>Current</b>		<b>2010-2011</b>	<b>Current</b>	
<b>2010-2011</b>		<b>2010-2011</b>		
<b>TOPS Opportunity</b> 4 Units of English 3 Units of Math 3 Units of Science 3 Social Studies 1 additional Math or Science ½ Unit of Health 1½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 1 Unit of Computer-related course 4 Optional Electives	<b>TOPS TECH</b> 4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies ½ Unit of Health 1½ Units PE Option 1 (4 credits) <b>OR</b> Option 2 (6 credits)	<b>LA Core 4</b> 4 Units of English 4 Units of Math 4 Units of Science 4 Units of Social Studies ½ Unit of Health 1½ Units of PE 1 Unit of Art 2 Units of Speech or Foreign Language 3 Electives including computer-related course	<b>TOPS Opportunity</b> 4 Units of English 3 Units of Math 3 Units of Science 3 Units of Social Studies 1 additional unit Math or Science ½ Unit of Health 1½ Units PE 1 Unit of Fine Arts 2 Units of Foreign Language ½ Unit of Computer-related course 3½ Optional Electives	<b>LA Core 4 +</b> 4 Units of English 4 Units of Math (Algebra I, Geometry, Algebra II, and one of: Advanced Math I or II, Calculus, Pre-Calculus, Probability and Statistics, or Discrete Math) 4 Units of Science (Biology, Chemistry, one advanced science, and one other science) 4 Units of Social Studies ½ Unit of Health 1½ Units of PE 1 Unit of Fine Arts 2 Units of Foreign Language 3 Units of Electives
<p><b>High School</b></p> <p>Student must complete one concentration in the Core courses</p> <p><b>GEE</b></p> <p><b>Current</b></p> <p>Pass all four concentrations with a score of Appropriate</p> <p><b>GPA/AC</b></p> <p><b>Current</b></p> <p>TOPS Opportunity GPA and AC</p> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>BE or above on the exam and/or being waived from having to take such hours; <b>AND</b></li> <li>A minimum of 90 work hours of work-based learning experience <b>OR</b> a Senior Project related to student's area of concentration with 20 hours of related work-based learning and mentoring</li> </ul>				
<p>Prior to beginning the school year and teaching this lesson, check the Louisiana Department of Education website (<a href="http://www.louisianabelieves.com">www.louisianabelieves.com</a>) for updated forms and graduation requirements and endorsements.</p>				
<p>3 or higher on the exam <b>OR</b></p> <p>1 Carnegie unit in an IB course with a score of 4 or higher on the exam <b>OR</b></p> <p>3 college hours of non-remedial, articulated credit in core area (Mathematics, Social Studies, Science, Foreign Language, or English Language Arts)</p>				

# Individual Graduation Plan Requirements

## The Career Options Law

### Individual Graduation Plan According to ACT 1124 (1997):

Beginning in the 1998-1999 school year, by the end of the eighth grade, each student shall develop, with the input of his/her family, an Individual Graduation Plan. Such a plan shall include a sequence of courses which is consistent with the student's stated goals for one year after graduation. Each student's Individual Graduation Plan shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed.

### Individual Graduation Plan Instructions:

- Beginning in the eighth grade, The Individual Graduation Plan is to be completely filled in for every high school student and signatures completed in the 9<sup>th</sup> Grade column.
- The **Beginning Date** shall reflect the date the student enters high school.
- Fill in the student's name in the **Name** blank,
- The **Area of Concentration** blank shall indicate the student's concentration of elective courses.
- Fill in the student's **Originating Middle School** and the **High School** the student plans to attend.
- Place a check mark next to the **career cluster** related to the student's Area of Concentration.
- Place a check mark next to the student's **Diploma Endorsements** selection(s).
- Place a check mark next to the student's **Post-secondary Plans**.
- Circle the appropriate **iLEAP/GEE 21 score** where indicated: **Y**=yes and **N**=no
- **Annually** the student, parents, and advisor are to review the plan and initial the respective grade level regardless of changes.
- If a signature cannot be obtained, it is the school's responsibility to maintain evidence of the efforts made to obtain signatures.
- Original signatures or evidence are to be kept on file at the school in the student's portfolio or with the student's cumulative records.

Notice to students and parents: **Acts 2001, No. 1202, §1, eff. June 29, 2001.**

The State Board of Elementary and Secondary Education shall require that the governing authority of every public secondary school include as a component of a student's Individual Graduation Plan as required by R.S. 17:183.2 comprehensive information relative to the Tuition Opportunity Program for Students and program eligibility requirements for each of the awards. Additionally, the parent or other person responsible for the student's school attendance at the ninth grade level shall be required to return to the school at the start of the student's ninth grade year a signed notice that the program information and eligibility requirements have been reviewed by the parent or other responsible person and by the student and that, for informational and data collection purposes only, expresses the intent of the parent or other responsible person as to whether or not the student will be pursuing the necessary program of studies to be eligible for a Tuition Opportunity Program for Students award.

I have read and understand the graduation diploma requirements, and diploma endorsements as well as the TOPS/TOPS Tech requirements listed in this pamphlet.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor/Advisor

\_\_\_\_\_  
Date

## Suggestions to Include in Presentation

### Title: **Earning, Learning, and Living**

- Levels of Education
- Earning by Levels of Education
- Graduation Requirements
- College Entrance Requirements

(Create a slide for each of the above – you may also want to include a slide concerning college athletics entrance requirements)

### **Individual Graduation Plan (subject slide)**

#### Additional Slides

- Graduation Requirements
- Sample of the Individual Graduation Plan
- Required Classes
- Subject specific slides
  1. English
  2. Science
  3. Mathematics
  4. Social Studies
  5. Physical Education
  6. World Languages
  7. Electives
  8. Drivers' Education
  9. Career and Technical Education
    - Agriscience
    - Business Education
    - Family and Consumer Sciences
    - Health Science
    - Marketing
    - Technology Education
    - Trade and Industrial Education
    - General Technology Education

#### Miscellaneous Slides

- Athletics (include grade requirements)
- Senior High Activities (include: clubs, music opportunities, drama, etc.)
- Community Youth Activities

**Lesson Title:** Where Do I Go From Here?

**Career Cluster:** N/A

**Foundation, Knowledge and Skills:** all

**Career Concepts:** N/A

**Summary:** Students **complete** a personal portfolio for reference as continue planning through high school and college.

**Course Objectives**

- 2.1 Students will be able to make connections between personal strengths, interests, and careers.
- 2.3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for earning, learning, and living.
- 6.2 Identify post-secondary options in relationship to the career clusters.

**Lesson Objectives:**

***Students will:***

- review Foundation Knowledge and Skills related to their own career cluster Interests;
- create a “My Life Presentation” indicating goals for the future.

**Time:** Four class periods

**Required Materials:** (Depending upon the availability of resources) One 8 ½" x 11" sheet of paper (bring a variety of colors) for each student, markers or colored pencils, PowerPoint, Movie Maker, iMovie and/or desktop publishing software.

**Optional Resources:** Magazines and catalogs to cut pictures, scissors, and glue

**Content and Teaching Strategies:**

***Anticipatory Set***

Teacher says: Thinking of everything you have learned so far in this class, brainstorm three words that capture your understanding of the World of Work. Write on paper and describe each of these words.



***Lesson Components***

1. If students choose to make a booklet they should fold their paper as described below. They should then decorate their book putting the following information on the pages. If students are doing a PowerPoint or movie, include the following in the presentation.

- Title Page
- My three words and descriptions.
- My Foundation, Knowledge and Skills including my strengths and areas I want to improve.
- My career cluster and possible career pathways.
- My education (high school and beyond).
- My future personal life (including lifestyle, leisure time and family life).
- My favorite career lesson.

***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize all of the Foundation Knowledge and Skills activities. Choose one of the following activities to help students connect the lesson with their own development of FKS:

Write a journal entry, reflecting on one of the FKS used in this lesson.

- Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize FKS used In this lesson idea connected to home, school, and work.
- Have students use the model to identify FKS used during the activity.

***Lesson Closure***

In small groups, students will share what they planned in their “My Life” presentation.

Note: This could be used as the final assessment and not shared in class.

***Formative Assessment***

Students will have completed their “My Life” presentation.

**Lesson Title:** Personal finance; having a job; receiving a paycheck

**Career Cluster:** N/A

**Foundation, Knowledge and Skills:** all

**Career Concepts:** N/A

**Summary:** Students **analyze** and **compute** personal income and expenses related to academic and career goals.

### **Course Objectives**

7.0 Students will express the purpose of, as well as, be able to apply financial mathematical concepts.

### **Lesson Objectives**

#### ***Students will:***

- compute the amount of a paycheck;
- compute total payment for work, including regular and overtime pay;
- define gross and net pay.

**Time:** Two class periods

**Required Materials:** Review handouts (basic mathematics skills) and integrated project handouts.

### **Optional Resources**

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

Teacher says: Think of everything you have learned so far in this class concerning the career field of your choice. Review the salary range for your chosen career.

#### ***Lesson Components***

1. Basic mathematics skills review
  - *Note to teacher:* Review the 4 basic computation skills (addition, subtraction, division, and multiplication) with whole numbers and decimals.
  - Utilize the “Math Skill Builder Exercises.”
2. Define the following key terms: employee, employer, hourly rate, gross pay, overtime, time-and-a-half pay, and double-time pay.
  - *Note to teacher:* Provide resources for definitions.
3. Integrated Project (handout provided)

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***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize the following Foundation Knowledge and Skills components:

- Employability
- Ethics
- Career Development
- Critical Thinking
- Legal Responsibilities
- Communication

Students should write a journal entry that reflects their perception of how the above FKS components are incorporated in determining gross and net salaries.



***Lesson Closure***

In small groups, students will share and discuss their journal entry and how their perception of paid employment has been changed or enhanced.

***Formative Assessment***

Students will complete their Integrated Project.

## Math Skill Builder

Review these math skills and solve the exercises that follow.

Solve the following **without the use of a calculator**:

- 1)  $\$680 + \$302 =$  \_\_\_\_\_                      2)  $52 \times \$826 =$  \_\_\_\_\_
- 2)  $40 \times \$7.80 =$  \_\_\_\_\_                      4)  $\$34,000 \div \$10,000 =$  \_\_\_\_\_

Solve the following, **without using a calculator**:

- Rewrite** a percent as a decimal.  
 $12\% =$  \_\_\_\_\_                       $18.6\% =$  \_\_\_\_\_                       $2.5\% =$  \_\_\_\_\_
- Find a **percent of a number**.  
 $14\%$  of  $\$500 =$  \_\_\_\_\_                       $3.5\%$  of  $\$1,200 =$  \_\_\_\_\_  
 $12\%$  of  $\$600 =$  \_\_\_\_\_                       $2\%$  of  $\$38.50 =$  \_\_\_\_\_
- Rewrite** a decimal as a percent.  
 $0.08 =$  \_\_\_\_\_                       $0.75 =$  \_\_\_\_\_                       $0.185 =$  \_\_\_\_\_
- Find **what percent** one number is of another number.  
 $\$15 \div \$75 =$  \_\_\_\_\_                       $\$4,800 \div \$32,000 =$  \_\_\_\_\_  
 $\$34 \div \$68 =$  \_\_\_\_\_                       $\$8 \div \$200 =$  \_\_\_\_\_

Solve the following application problems.

- Sue Wright earns a weekly salary of  $\$465$ . **a.** Calculate Sue's gross salary for four weeks of work. **b.** What is Sue's annual gross salary?
- Kendra Johnson earns a yearly gross salary of  $\$83,280$ . **a.** Calculate Kendra's gross monthly salary. **b.** Calculate Kendra's gross bi-weekly salary.
- Five part-time workers at Lou's Diner earned gross pay last week of  $\$98.10$ ,  $\$76.23$ ,  $\$77.39$ ,  $\$89.30$ , and  $\$105.46$ . What was the average gross pay of these workers, rounded to the nearest cent?

4. Hector works in a gas station and earns \$7.60 per hour. Last week he worked 29 hours. What was his gross pay?
  
  
  
  
  
  
  
  
  
  
5. Tom earns \$12.50 an hour at the Yankee Bowling Alley. He regularly works 40 hours per week. He is paid "time-and-a-half" for each overtime hour he works. Last week he worked 42 hours. What was his gross pay for the week?
  
  
  
  
  
  
  
  
  
  
6. Eddie works at beep-N-Kleen car wash. He earns \$8.40 per hour. What is his gross pay for a week in which he works 21  $\frac{1}{2}$  hours?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Integrated Project 1

### Section One—Gross Pay

**Directions:** Read through the entire project before beginning the project.

**Introduction:** The Pro-Med Company builds custom-made equipment for research labs. Pro-Med’s owner employs 11 workers to operate the company. Four employees build equipment to exact customer specifications. These employees are paid on a piece-rate basis. They work as a group and their pay is based on the total number of units built by the group in a week. They are paid a different rate per piece because their skills differ. Another three employees who are paid on an hourly basis test the custom made equipment, repair equipment for customers, keep track of supplies, update production records, and ship equipment to customers.

Pro-Med’s manager and an administrative assistant are paid a salary. The company also employs a sales representative who is paid a salary and commission. A temporary help agency provides an accountant for one and one-half days per week on a per diem basis.

The Pay Codes chart below lists pay codes and rates. The workers who are paid by hours worked or units produced receive pay that corresponds to their pay code. For example, a worker with a “C” pay code earns \$17.90 an hour.

Pro-Med Company, Pay Codes			
Hourly Rate Employees		Piece Rate Employees	
Pay Code	Hourly Rate	Pay Code	Piece Rate
A	\$16.30	XA	\$6.20
B	\$17.15	XB	\$8.50
C	\$17.90	XC	\$10.80
D	\$18.75	XD	\$12.90
E	\$19.50	XE	\$14.20

A Daily Hours Worked chart shows the hours worked for one week by each hourly-rate employee. A Daily Unit Production chart shows the number of units produced each day by the work group. Notice that the group builds different types of products during the week.

### Step One

1. Complete the Daily Hours Worked chart by finding the regular-time and overtime hours worked during the week by each employee. Overtime is based on a 40-hour week.
2. Complete the Daily Unit Production chart by finding the total number of units produced for the week. Do this by adding the number of units produced each day and for each product type. Write the daily sums on the “Totals” line and the product sums in the “Total Units Produced” column. Then take a corner total to find the total weekly production of the group.

Daily Hours Worked Week Ending, August 20, 20____							
Employee	Hours Worked					Total Hours Worked	
	M	TU	W	TH	F		
Branton, Miles	8.0	9.1	8.0	8.0	8.5	40.0	1.6
Hutton, Eunice	8.0	9.0	9.5	8.0	9.0	40.0	3.5
Powers, Alden	8.0	9.0	7.5	8.0	7.1	39.6	0

Daily Unit Production Week Ending, August 20, 20____						
Product Type	Units Produced					Total Units Produced
	M	TU	W	TH	F	
T-12	8	11	0	8	2	<b>29</b>
T-13	0	6	15	0	16	<b>37</b>
T-24	9	0	1	13	0	<b>23</b>
<b>Totals</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>21</b>	<b>18</b>	<b>89</b>

**Step Two**

Complete the Payroll Sheet — Hourly- and Piece-Rate Employees. Enter the pay rate for each employee. For hourly employees, enter the regular and overtime hours worked from the Daily Hours Worked chart. Then enter the total weekly production amount from the Daily Unit Production chart for piece-rate employees. Calculate the regular, overtime, and gross pay for hourly-rate employees and the gross pay for piece-rate employees. The overtime pay rate for hourly employees is 1.5 times the regular rate. Enter all the data in the appropriate spaces on the Payroll Sheet. No data is to be entered in the shaded areas.

Payroll Sheet — Hourly and Piece-Rate Employees								
Employee	Pay Code	Pay Rate	Total Weekly Production	Hours Worked		Pay		Gross Pay
				Regular	Overtime	Regular	Overtime	
Branton, Miles	B							
Hutton, Eunice	D							
Powers, Alden	A							
Beresh, Sol	XA		89					
Koss, Justine	XB		89					
Pelletier, Vera	XE		89					
Yang, Tas-fan	XC		89					

**Step Three**

Answer the questions that follow about Pro-Med’s weekly payroll.

1. What total amount of gross pay was expended for the week ending August 20 to hourly and piece-rate employees?
2. The manager, Audrey Naumoff, is paid an annual salary of \$74,000. What is her monthly gross pay, rounded to the nearest dollar?
3. The annual salary of the administrative assistant, Edwin Brisbois, is \$28,400. What weekly gross pay does Edwin receive to the nearest cent?



**Section Two-Deductions from Gross Pay**

1. The form below shows the total wages, marital status, and withholding allowances for eight workers of Lemans, Inc. for the week of February 6. Use the withholding tax tables to find the withholding taxes. Use the Social Security tax rate of 6.2% and a Medicare tax rate of 1.45%. Write each amount in the proper column in the form.

Employee	Name	Married	Allowances	Total Wages	Income Tax	Social Security	Medicare
1	Alan, A.	Yes	3	602.27			
2	Berg, B.	No	1	410.98			
3	Cass, C.	No	1	389.87			
4	Dent, D.	Yes	4	625.55			
5	Evers, E.	Yes	2	501.87			
6	Ford, F.	Yes	5	599.57			
7	Gary, G.	No	2	497.55			
8	Houk, H.	No	1	421.75			

2. Complete the table below. Show for each worker (a) the social security tax (0.062), (b) Medicare tax (0.0145), (c) total deductions, and (d) net pay. Then find the total of each money column. Use the column totals to prove your work. The sum of the income tax, FICS tax, and other deductions column totals should equal the total deductions column. The total wages minus the total deductions should equal the total net pay.

<b>Bainbridge Company</b>											
<b>Payroll Sheet for January 15, 20_____</b>											
Emp. No.	Name	Married	Allowances	Gross Wages	Deductions					Total Deduct.	Net Pay
					Income Tax	Social Security	Medi-care	Other			
1	True, M.	Yes	5	535.88	4.00			85.12			
2	Ule, B.	No	2	545.71	47.00			75.34			
3	Vine, C.	Yes	2	502.77	22.00			75.34			
4	Wells, T.	No	1	375.99	31.00			58.89			
5	Yale, R.	No	1	456.76	43.00			55.25			
Totals											

3. Vera Nunos is single and claims one allowance. She works a 40-hour week at \$12.75 an hour with time and a half for overtime. Last week she worked 42 hours. From her earnings, her employer deducted FICA tax at a rate of 7.65% and income tax using the withholding tax tables. Her employer also deducted \$64.50 for health insurance and \$24.88 for union dues. Complete Vera's payroll form below.

Regular-time earnings \_\_\_\_\_  
 Overtime earnings \_\_\_\_\_  
 Total earnings \_\_\_\_\_

Deductions  
 Income tax \_\_\_\_\_  
 FICA tax \_\_\_\_\_  
 Health insurance \_\_\_\_\_  
 Union dues \_\_\_\_\_  
 Total deductions \_\_\_\_\_

**Net earnings** \_\_\_\_\_

**Lesson Title:** Lifestyle Cost

**Career Cluster:** All

**Foundation, Knowledge and Skills:** Problem Solving and Critical Thinking

**Career Concepts:** Developing a personal budget

**Summary:** Students **plan** a personal budget to support career and lifestyle choices.

### **Course Objectives**

7.1 Students will develop a personal budget based upon their career choice.

7.2 Students will maintain simulated bank accounts.

### **Lesson Objectives**

#### ***Students will:***

- develop a budget based upon their career and lifestyle choices;
- maintain a simulated bank account.

**Time:** Two class periods

**Required Materials:** Internet, newspapers, real estate guides, etc., to be used for research, handouts, calculators, and career specific salary information.

**Guest Presenters:** Financial advisor

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

Students should determine a specific career of interest and determine their desired lifestyle. Students should have their Individual Graduation Plan available as a reference.

#### ***Lesson Components***

1. Explain the purpose of developing and adhering to a personal budget.
2. Demonstrate and explain the process for developing a personal budget.
3. Assist students with the evaluation of their personal budget from a realistic standpoint.
4. Assist students in understanding the consequences of living outside one's personal income. Provide the "What Cost This Lifestyle?" and "Your Budget Profile" handouts.
5. Demonstrate and explain the process of securing and maintaining personal bank accounts. Provide the Banking handouts.

#### ***Lesson Closure***



Engage the class in discussion. Discuss how personal banking should be taken seriously. Also, discuss the impact on lifestyle and adherence to a personal budget.

***If a person doesn't have a map, one won't know where he/she is going!***

***Foundation Knowledge and Skills Connection***

The components of this lesson emphasize **problem solving and critical thinking**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.

**Formative Assessment**

Students will provide the instructor with their completed activities. Students will write a short journal entry in their student notebooks summarizing the results of their lifestyle costs (personal budget), and their opinion of personal banking.



## What Cost This Lifestyle?

As a class, debate the following question.

Should you make a career choice and then adjust your lifestyle to fit the salary of that career? Or should you choose a lifestyle, evaluate its costs and then select a career attainable to you that supports that lifestyle?

After thinking about what you visualize your life to be like at age 29, complete the following family profile.

### Family Profile

Marital Status  
(check)

- Single
- Married
- Divorced
- Separated
- Widowed
- Other

Children  
(circle)

- 0
- 1
- 2
- 3
- 5
- 6

Ages of Children  
(list)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Where I would like to live

\_\_\_\_\_

Why?

\_\_\_\_\_

O.K. You are ready to begin!

# The Task



Come up with a budget for the way you want to live when you are 29 years old.

# Your Budget Profile



The monthly expenses of your desired lifestyle when you are 29 years old:

## Housing

Payment/Rent	\$ _____
Property Taxes	\$ _____
Insurance	\$ _____
Total Utilities	\$ _____
Telephone	\$ _____

**Housing Total \$ \_\_\_\_\_**

## Transportation

Car Payment	\$ _____
Gasoline	\$ _____
Maintenance	\$ _____
Insurance	\$ _____
Public Transportation	\$ _____

**Transportation Total \$ \_\_\_\_\_**

## Clothing

Your clothing	\$ _____
Spouse's clothing	\$ _____
Children's clothing	\$ _____

**Clothing Total \$ \_\_\_\_\_**



Food	\$ _____
Entertainment	\$ _____
Vacations	\$ _____
Child Care	\$ _____
Health Care	\$ _____
Furnishings	\$ _____
Savings	\$ _____
Charitable Donations	\$ _____
Miscellaneous	\$ _____

**Total Monthly Expense  
or Minimum Required  
Monthly Net** \$ \_\_\_\_\_

## Personal Banking

**Savings Accounts**

Find the interest for one interest period for each exercise. Round to the nearest cent. Write your answers in the amount of interest column.

	<b>Account Balance</b>	<b>Annual Rate of Interest</b>	<b>Interest Period</b>	<b>Amount of Interest</b>
a.	\$438	3.00%	Quarter	
b.	\$306	5.00%	Semiannual	
c.	\$973	4.30%	Quarter	
d.	\$892	5 ½%	Quarter	
e.	\$471	3 ¼%	Semiannual	
f.	\$849	6.00%	Quarter	
g.	\$529	7.00%	Semiannual	
h.	\$726	4.35%	Quarter	
i.	\$685	5.10%	Quarter	
j.	\$729	6.80%	Semiannual	

Example: A savings account deposit of \$8,500 is made on April 1 and kept on deposit for 3 months. The account earns 5.4% annual interest, compounded quarterly. What amount of interest is earned on the deposit for three months? **\$114.75**

**$\$8,500 \times 0.054 \times \frac{1}{4} = \$114.75$**

**Checking Accounts**

**Standard Banking**--Conrad and Maureen Clay have these items to deposit on October 24: (bills) \$36, (coins) \$12.50, (checks) \$768.00, \$25.00, & \$7.40. No cash was received. Complete the Clay's deposit slip.

<p style="text-align: center;">For deposit to the account of</p> <p style="text-align: center;"><b>Conrad and Maureen Clay</b></p> <p style="text-align: center;">Date _____</p> <p style="text-align: center;"><b>Riverside National Bank</b> <b>St. Louis, MO</b></p> <p style="text-align: center;">: 00210 0735: 13 61502</p>	<table style="width: 100%; border: 1px solid black;"> <tr> <td style="padding: 2px;">Cash-including coins</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">Checks</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">Checks or total from other side</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">Sub Total</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;">Less cash received</td> <td style="text-align: right; padding: 2px;">_____</td> </tr> <tr> <td style="padding: 2px;"><b>TOTAL DEPOSIT</b></td> <td style="text-align: right; padding: 2px;">_____</td> </tr> </table>	Cash-including coins	_____	Checks	_____	Checks or total from other side	_____	Sub Total	_____	Less cash received	_____	<b>TOTAL DEPOSIT</b>	_____
Cash-including coins	_____												
Checks	_____												
Checks or total from other side	_____												
Sub Total	_____												
Less cash received	_____												
<b>TOTAL DEPOSIT</b>	_____												

**Electronic Banking**—On Sunday, Hattie St. Aubin used an ATM to deposit a check for \$613.15 and to withdraw \$125.00 in cash for shopping. If her starting bank balance was \$211.76, what is her balance after these transactions are processed?

On Wednesday morning, Russell Hobart deposited a tax refund check for \$127.56 in his bank's ATM and also withdrew \$80 cash from the ATM. He then used his debit card to make these purchases: books, \$38.24, set of dishes, \$148.12; concert tickets, \$76.50. If his starting bank balance was \$891.58, what is his new balance?

**Check Register Reconciliation**—Sheldon Jennings's check register balance on July 31 was \$525.58. His bank statement balance on July 31 was \$610.91. When he compared his check register with his bank statement, the statement showed a service charge of \$12.75 and interest earned of \$1.01. His check register showed three outstanding checks: No. 675 for \$89.33, No. 676 for \$21.52, and No. 679 for \$198.58. Also, a deposit of \$214 was made too late to appear on the statement. Reconcile Sheldon's bank statement and check register.

Reconciliation Form		
Follow these steps:		Outstanding Checks
Enter closing balance from statement		
Add any deposits outstanding		
Add lines 1 and 2		
Enter total of outstanding checks		
Subtract line 4 from 3. This amount should equal your check register balance.		
		Total

**Lesson Title:** Individual Income Tax

**Career Cluster:** All

**Foundation, Knowledge and Skills:** Problem Solving and Critical Thinking

**Career Concepts:** Completing individual state and federal income tax forms.

**Summary:** Student's **complete** basic state and federal income tax forms using budget plan developed to support academic and career goals

### **Course Objectives**

7.3 Students will complete basic state and federal income tax forms.

### **Lesson Objectives**

#### ***Students will:***

- complete an individual state tax return;
- complete an individual federal tax return.

**Time:** Two class periods

**Required Materials:** Internet, handouts, calculators, personal budget and career specific salary information.

**Guest Presenters:** Financial advisor and/or tax preparer

### **Content and Teaching Strategies**

#### ***Anticipatory Set***

Students should utilize their personal budget for salary information and prepare individual state and federal tax returns.

#### ***Lesson Components***

1. Explain the purpose of preparing individual tax returns.
2. Demonstrate and explain the process for completing individual tax returns.

**Provide the state and federal tax return handouts.**

#### ***Lesson Closure***

Engage the class in discussion. Discuss how personal tax returns should be taken seriously.

### ***Foundation Knowledge and Skills Connection***





The components of this lesson emphasize **problem solving and critical thinking**. Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Write a journal entry, reflecting on one of the FKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.



### **Formative Assessment**

Students will provide the instructor with their completed activities.

Students will write a short journal entry in their student notebooks summarizing the outcome of their individual tax returns.

## Student Notebooks

Throughout this curriculum guide, many of the anticipatory sets and closures ask students to record information in their notebook. There are journal prompts throughout as well. It may be helpful to have each student in the class have his/her own notebook to keep everything together. At the end of the course, the notebook can serve as a portfolio of the student's learning and activities for the semester.

Additional options for notebooks: Pocket folders with prongs, electronic storage, class webpages. If notebooks are not used daily, they could be used for summary purposes.

Students, at least, will need a spiral-bound notebook (8.5"x11") with about 100 pages.

Students can design a course-related cover if they wish and include the following information: student's name, course name, class period, school year, etc.

The notebook can be used daily to take notes about the information taught in class as well as used to write journal entries and complete anticipatory sets and closures.

As a result of a program called History Alive! Interactive student notebooks have become popular and may be a useful addition in this course as well. For more information about interactive student notebooks, please visit <http://www.teachtci.com/forum/isn.aspx>

The following General Prompt Suggestions can be used with students throughout the curriculum.

1. How is what you learned today different from what you previously knew or thought?
2. Summarize today's learning: If you had to explain what you learned to elementary school students and only had five minutes to do it, what would you tell them?
3. Write down questions you would like to ask a speaker if they were presenting about today's topic.
4. How has your view of the career presented today changed?
5. Give your opinions about today's topic.
6. Does the information provided today meet your requirements for earning?
7. If you think about the lifestyle you'd like to live as an adult, how would this career fit or not fit?
8. Thinking about the type of student you are currently, what will you have to change in order to complete the learning requirements for the career you desire? How and why?

## **Foundation Knowledge and Skills**

### **Louisiana Career Fields/Cluster Model**

#### **Communication**

When you learn how to communicate well, you will be able to listen and understand what others say to you. Also, you will be able to read and write so that others will understand what you want to say to them. These skills will help you in a variety of places including school, home, and the worksite.

#### **Employability and Career Development**

With good employability and career development skills, you are able to start thinking about your career and setting goals, including where you want to live, what kind of job you want to do, how much money you want to earn, and then developing good plans that will help you reach these goals.

#### **Information Technology Applications**

With good information technology skills, you will be able to understand and use technology including how to use e-mail, search the web, and use software such as word processing.

#### **Leadership and Teamwork**

With good leadership skills, you will be able to lead groups of people in such areas as sports, group work, or problem solving. With good teamwork skills, you will be able to recognize cultural, social, and ethnic differences and be able to work well with them. You will be able to contribute with others to achieve group goals.

#### **Legal Responsibilities and Ethics**

With good understanding of legal responsibilities, you will know what is expected of you to be a good citizen who follows the law. With good ethical decision making skills, you will know how to respect others, be accountable for the things you do, be responsible and do the things you are supposed to do, so you can feel good about who you are.

#### **Problem Solving and Critical Thinking**

With good problem solving skills, you will be able to think through problems and come up with good solutions. You will be able to organize your thoughts logically in ways to help you resolve your problems in the easiest and most direct way.

#### **Safety, Health, and the Environment**

When you have good knowledge concerning your health and safety, you will have an understanding of health and safety issues that are most important to the work environment of each of the career clusters. You will be able to demonstrate and promote safety and health and be aware of protecting the surrounding environment while working in the career cluster industry you choose.

#### **Systems**

When you have a good understanding of relationships, you can see how different relationships interact. You understand how social relationships fit into bigger settings, such as coworkers getting along at work so companies can run smoothly. Also, you understand the relationship between the use of technology and having smooth and accurate business operations. You will

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understand how your role as an employee contributes to the whole career cluster operating successfully. You will also understand the need for having set policies and procedures and the importance of following them.

**Technical Skills**

With good technical skills, you will be able to choose and use tools and equipment that are needed to do your work. Also, you need to know enough about equipment to be able to teach others how to use it. For example, a farmer will know what farm equipment he or she needs and be able to use it. A photographer will know what camera equipment he or she needs to take good pictures and know how to operate the equipment.

## Guidelines for Career Guest Speakers

Throughout this curriculum, many lessons have great opportunities for students to hear from people who are actually working in the different career clusters. Making arrangements for a guest speaker doesn't have to be difficult. You can make changes to the following sample letter to include presentation ideas to help your guests provide the correct information.

Sample Letter:

Dear \_\_\_\_\_,

Thank you for accepting an invitation to talk to our students about your career field. The students are learning about career fields, clusters, and career pathways. Information about these terms can be found at <http://www.careertech.org/>. Please share information about the qualifications for the careers in your field, the working conditions, location of careers, wages/salaries, and employment prospects.

Please talk to the class concerning how and why you chose to enter your field. We want the good news with the bad, so that you leave students with a good understanding of the profession.

Please note: Classes are \_\_\_\_\_ minutes long. You will usually have an audience of \_\_\_\_\_ students in grades \_\_\_\_\_ to \_\_\_\_\_. Our classes are located in \_\_\_\_\_ building in room \_\_\_\_\_. You may park \_\_\_\_\_. One of the students will meet you and escort you to the classroom.

Enclosed is a suggested outline for your presentation. These topics are intended to give you a basic format for the information that would be beneficial to the students. The students are looking forward to your presentation. It would be helpful to the students for you to announce if you will take questions during the presentation or if you prefer to hold all questions until the end of the presentation.

Please let us know of your audio visual requirements. Our students particularly enjoy visuals, automation, and show-and-tell items.

All the instructors and students thank you for investing your time to excite our students about your career field and their futures! Please contact us any time with questions, concerns, and/or suggestions. (Provide contact info—telephone and e-mail)

Warmest Regards,

Enclosures

## Suggested Outline for Career Presentations

This document can be used as a tool to give guest speakers prior to coming to the classroom to speak. These questions provide a guideline for speakers to follow as well as an idea of questions to address. These guidelines should be edited based on the speaker and presentation.

### **Purpose**

Inform students about your career and how and why you got into it.  
Suggest ways for students to find careers that best suit their interests, aptitudes, and skills.

### **Your biography**

Tell us about yourself (and don't be bashful!)  
How did you get into this line of work?  
When did you know it's what you wanted to do?  
Did anyone help you decide what profession(s) you should pursue?  
What other jobs have you held?  
What interests do you have outside the work place?

### **Preparing yourself**

How did you prepare for the job you have?  
What training would you recommend for someone interested in this field?  
How many years of education are required for this particular job?  
What kinds of jobs can you consider with training in this field?  
What's the job like?  
What is a typical day like? What do you spend most of your time doing at work?  
What is your work environment like?  
What are typical salaries or wages for the field?  
What kind of work hours do you keep?  
What abilities help you to do your work?  
What do you like most about what you do?  
What do you like least about what you do?

### **The job prospects**

What advice would you give others preparing for this type of work?  
What do you see in the future for this line of work?  
How can someone get more information about the field?

### **Next steps**

Are you interested in counseling students if they are interested in the career?  
Can you suggest other professionals who may want to help students make choices?

## Guest Speaker Notes Graphic Organizer

Insight into the business/industry, concerns, commitments, and challenges

Student's Name: \_\_\_\_\_

Business/Industry Guest's Name: \_\_\_\_\_

Title: \_\_\_\_\_

Company/Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Job Title: \_\_\_\_\_

**Career Pathways:** What types of career specialties are there in this business/industry?

**Job Specifications:** What is the typical day like for this person? What salary can be expected? What are the working hours/conditions? List 4 items.

**Preparation:** What types of training are needed to prepare for this position?

**Outlook:** What are the future job prospects for this position?

**Teamwork:** What teamwork skills are needed to be successful in this business/industry? (e.g., attitudes, open-mindedness, social skills, etc.)

**Foundation Knowledge and Skills:** What specific FKS are helpful in this position?

## Thank You Letter to Guest Speaker Guidelines and Assignment Suggestions

Name \_\_\_\_\_

Below is a list of information you will need in order to write a letter or note of thank you to a guest speaker. Criteria for the content to be included in the letter/assignment are listed below the contact information.

### Contact information:

Speaker's name \_\_\_\_\_

Career field speaker represented \_\_\_\_\_

Company represented by speaker \_\_\_\_\_

Speaker's address \_\_\_\_\_

School address (you will need this for your return address) \_\_\_\_\_  
\_\_\_\_\_

### Assignment

Write a note or letter of positive feedback and reflection on what you learned. The requirements for the letter are:

- \_\_\_\_\_ Use business format as directed by your instructor.
- \_\_\_\_\_ Use the school's address for the return address.
- \_\_\_\_\_ Use full title and mailing address of the speaker. If the letter is going to a business, the name of the business must be listed.
- \_\_\_\_\_ First paragraph must contain: 1.) what is the purpose of the letter. 2.) include why guest was at the school and the date of the visit.
- \_\_\_\_\_ Second paragraph: List at least three main ideas you gained from the speaker. This could include ways in which the speaker helped you to understand his/her job and the career in which they work.
- \_\_\_\_\_ Third paragraph: What more would you like to know? You may add an additional question about the career. If you have no additional questions, thank them for their generosity and/or their time. End with telling them you are grateful for sharing.

Note: Please paper clip this sheet to your letter and return no later than \_\_\_\_\_

Your teacher will use this checklist for grading and then mail all letters in one envelope.



# Start Each Class Period With

# "Burning Questions"

What do you expect from your future career?

Make a list of the careers you consider as the "top ten."

What do you know about the Individual Graduation Plan?

Do your high school courses really matter when it comes to your future career? Why or why not?

What do you consider your strengths? What do you consider your weaknesses?

Is there a difference between a job and a career? Explain your answer.

Make a list of the trends that affect your everyday life. In your opinion, will trends affect your career choice?

Explain three qualities needed to become a successful employee.

What do you consider a "good job?" Make a list of your top three. Do your choices require additional education or training after high school?

What is a nontraditional career? Give an example.

What is TOPs and how to you qualify?

What is an Area of Concentration?

What is dual enrollment and articulated credit? How do you take advantage of both opportunities?

What is your definition of "team" work? What is your favorite roll when working on a team?

What is conflict resolution? Why is it important?

Why are teams so important in the workplace?

How important are your choices of high school courses to your post-secondary education and/or your future career?

Does your high school transcript "follow" you after you graduate? Explain.

## Glossary

TERM	DEFINITION
Academic Transfer	When a student transfers from one institution to another prior to receiving a degree.
ACT®	A test that assesses high school students' general educational development and their ability to complete college-level work. Most colleges in America accept the ACT® as a part of its admissions process.
Activity Fair	A kinesthetic strategy for gaining information where students explore the various activities, clubs, and organizations at the school by walking around the room to informational booths.
Admissions	The process of being accepted by a college or training program. Certain requirements will be expected.
Admissions Criteria	Minimum educational requirements that applicants must meet to be considered for admission to a post-secondary education institution.
Advance Placement Course	At least thirty-seven college-level courses offered by the College Board to interested high schools. At the completion of the course, students with acceptable scores on an examination, usually a 3 or better, may earn college credit toward a degree, certificate, or other formal award or advanced standing at most of the nation's colleges and universities.
Affordable	Within one's financial means
Amortization	The repayment of debt, including interest, usually in monthly installments which continue until the loan is paid in full.
Annual	Yearly, every year
Apprenticeship	On-the-job training coordinated with courses of academic study leading to certified mastery of particular skills. Certification can lead directly to employment, or may be part of a larger strategy of building a set of certified skills in the workplace.

TERM	DEFINITION
ASSET®	A test instrument that measures in writing, numerical, and reading skills and advanced mathematics such as elementary, intermediate, or college algebra and geometry.
ASVAB®	Armed Services Vocational Aptitude Battery test consists of verbal, math, and technical tests. The scores focus on factors that will help determine jobs that align with individual's abilities.
Bachelor's Degree	An academic title awarded by a college or university as an indication of the completion of a course of study that generally takes four or more years to complete.
Budget	An itemized list of expected income and expenses for a given period of time; the total sum of money set aside for a given purpose.
CALs	Career Academic and Life Skills Performance Assessment. A self-assessment to measure progress in the Foundation Knowledge and Skills identified in the Louisiana Career Education Model. (Assessment is no longer available on online)
Career	Based on the NCE model, a career is a life long journey as a person works to meet their earning, learning and living goals. A career continually changes as an individual grows through personal experiences, education and activities.
Career Cluster	A broad grouping of careers with similar skills or common themes based on industry groupings and all educational levels. There are 16 National Career Clusters representing more than 79 National Career Pathways to help students find success in high school, college and a career. It provides a means of organizing the thousands of career choices.

TERM	DEFINITION
Career Development	Is a <b>Foundation, Knowledge and Skill (FKS)</b> and is defined as actively engaged in setting goals for personal living, earning a living, and life-long learning, and as establishing a plan for reaching the personal goals.
Career Pathway	A coherent, articulated and focused sequence of rigorous academic and career/technical courses leading to post-secondary education and/or career. It assists student when making decision on how to acquire the knowledge, skills, and expertise required to enter the workforce successfully in a chosen career. May also be referenced as an Area of Concentration (AOC).
Catch Phrase	A one-line phrase that is associated with a business or particular product. For example: Nike®: "Just do it."
Career Specialty	A specific job title or area of expertise within a pathway within a cluster.
Certification	A credential indicating successful completion of specific training in a career specialty.
Class Rank	A numerical position one holds within the class in relation to one's grade point average.
CLEP Credit	Provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. Since these exams cover the materials taught to college students in first two of college, the college usually grants the same amount of credit to students earning satisfactory scores on the CLEP exam as it grants to student successfully completing the course on campus or online.
College/University	A post-secondary institution that offers degrees. Programs and length of study vary. Universities are usually larger than a college, provide a wider range of majors and offer advanced degrees such as masters and doctorates.
Communication	<b>FKS:</b> The ability to speak, listen, read, write, and function successfully in a variety of settings including school, home, and the worksite.

TERM	DEFINITION
Community College	A post-secondary institution that offer certificates, diplomas and associate degrees. Programs and length of study vary. Many programs will transfer to a four-year college and/or university.
COMPASS®	An untimed, computerized test used by colleges to evaluate personal skills and appropriate course placement. COMPASS® offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL).
Compensation	Payment given or received in return for work.
Concurrent Enrollment	Allows academically talented high school juniors and seniors to enroll in university/college courses and receive college credit. High school credit is not received.
Cooperative Education Program	An arrangement in which teachers coordinate classroom instruction with students' working part-time in the field. Students spend part of the day at school and part of the day on the job honing their career skills.
Credit	A unit to measure the quantity of classes completed. For example, in one school you will earn 5 credits for each semester class you pass. Historically credits were developed based upon the number of hours per week a class met.
Critical Thinking	<b>FKS:</b> The mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.
Depreciation	A decrease in value due to wear and tear, decay, decline in price, etc.; the difference between the original cost and the resale price of book value.

TERM	DEFINITION
Design Process	Problem solving model with the following steps: 1. State the problem 2. Research 3. Think of alternative solutions 4. Choose the best solution 5. Implement 6. Evaluate
Diploma Endorsement	An endorsement to a regular high school diploma recognizes that a student completed additional work beyond the high school graduation requirements. This additional work enhanced the student's junior and senior years and may prepare the student for a credential or post-secondary work.
Distance Education	Education in which the teacher and student are not together in the classroom.
Doctorate	An academic title awarded by a college or university as an indication of the completion of an advanced course of study beyond a bachelor's degree; it is the highest level of graduate school.
Down Payment	An initial amount paid at the time of purchase when using installments for purchasing.
Dual Credit	A course taken while in high school through college that awards both high school and college credit at the same time.
Dual Enrollment	Enrolled in two institutions at the same time.
Early Admissions	A policy under which students who have not completed high school are admitted to and enrolled full-time in college, usually after completion of their junior year
Early college	Refers to high schools where students earn both a high school diploma and two years of college credit toward a college degree.

TERM	DEFINITION
Elective	Classes that the student can choose. Choice may be based upon classes that will support career goals, leisure interests, or personal and family goals.
Employability	<b>FKS:</b> The characteristics employers need in outstanding employees such as, consistent punctuality and attendance, appropriate dress and personal habits, accepting direction and criticism, adapting to change, completing projects, and managing time.
Entrance Requirements	Standards to be passed in order to enter. Colleges require certain classes in high school and sometimes certain entrance exam scores to enter their school. These requirements vary from college to college.
Entrepreneurship	The act of creating and developing your own business based upon a consumer need or service.
Estimate	A judgment or opinion based on very general considerations; an approximate calculation.
Ethics	<b>FKS:</b> The rules or standards governing the conduct of a person or the members of a profession.
EXPLORE®	This program is designed to help 8th and 9th graders explore a broad range of options for their future. It prepares students for high school coursework and post-secondary school choices.
Exploratory Interview	A short, informal talk with someone who works in a career that one finds interesting.
Extending Learning	School and community activities that help develop transferable skills and often leadership development.

TERM	DEFINITION
FAFSA	Free Application for Federal Student Aid. The required application to apply for any type of federal financial aid including grants, work study and student loans.
Financial Aid	Money students receive from a variety of sources to help pay for college, including scholarships, grants, work study and student loans.
Formula	A rule or principle frequently expressed in mathematical language; a set from indicating procedure to be followed.
<b>Foundation Knowledge and Skills (FKS)</b>	A set of knowledge and skills common to all 16 career clusters. On a foundation of Academic and Technical Literacy, students must also gain proficiency in employability, ethics, systems, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication, and safety, health, and environment.
Gallery Walk	A kinesthetic strategy for gaining information where students walk around the room to different learning stations and take notes.
G.P.A.	Grade Point Average. The point(s) received for the grade earned. Points are totaled then averaged. This varies from district to district.
Grades	A way of recording your progress in a class. Grades may be listed as a percentage, e.g., 88%; on a point scale, e.g., 3.0 is a B; on a letter scale, e.g., A, B, C, D, F; or with a Pass/Fail indication.
Gross Pay	Total compensation before deductions.
Icon	A sign, picture or symbol.



TERM	DEFINITION
Index	Any sequential arrangement of material; adjustment of wages, taxes, etc. according to changes in the cost of living or some other economic indicator.
Individual Graduation Plan	A flexible plan showing career fields and career clusters of interest to the individual, school and community extended learning activities, a plan of courses for high school, and possibly a plan of courses for post-secondary training.
Industry-based Certification (IBC)	is tangible evidence that an individual has successfully demonstrated skill competencies in a specific set of work-related tasks, a single occupational area, or a cluster of related occupational areas as recognized by the specific industry and verified by successful completion of required assessment components
Information Technology Application	<b>FKS:</b> The identification and use of the right tools for the task.
Interest Inventory	An assessment to determine what a student likes and may be aligned with career clusters.
Internship	Part-time, on-the-job learning experiences that reinforce classroom instruction. Interns can experience a career from the inside, and sometimes the experience might turn into full-time employment.
Jigsaw	Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members ( <a href="http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/">http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/</a> )
Job	A specific duty, role, or function.
Job Shadowing	An experience in which students seeking a better understanding of particular career specialty follow experienced workers through the course of a work day.

TERM	DEFINITION
Know How 2 Go	A four step program through <u>Education Quest®</u> designed to help students transition into college, career training or life-long careers.
LCE	Louisiana Career Education
LCE Model	Louisiana Career Education Model, a graphic illustration of the sixteen (16) career clusters.
Leadership	<b>FKS:</b> The capacity and ability to respectfully interact with diverse individuals or groups, including the ability to handle difficult situations and manage conflict in a positive way.
Legal Responsibilities and Ethics	<b>FKS:</b> With a good understanding of legal responsibilities you will know what is expected of you to be a good citizen who follows the law. With good ethical decision making skills you will know how to respect others, be accountable for the things you do, be responsible and do the things you are supposed to do so that you can feel good about who you are.
License	Completing the rules and regulations pertaining to a career specialty in order to legally enter into that kind of work.
Lifestyle	The habits, attitudes, tastes, standards, economic level, etc., that constitute the mode of living of an individual or group.
Loan	A sum of money lent with interest to be included as part of repayment.
Logo	A symbol representing a company or product. Examples: Nike® - “swoosh,” McDonald’s® – “M Arch.”
Major	Area of study in which a post-secondary student receives a degree.

TERM	DEFINITION
Marketing	Marketing is a social process which satisfies consumers' wants. The term includes advertising, distribution and selling of a product or service.
Master's Degree	An academic title awarded by a college or university as an indication of the completion of an advanced course of study beyond a bachelor's degree, the first level of graduate school.
Mentoring	Establishing a long-term relationship between a student and mentor in business designed to teach good work habits, work ethics, and other foundational skills.
Military Academy	An education option that offers tuition free education in exchange for military service.
Minor	A supporting or additional area of study a post-secondary student chooses. Requires less hours than a major. Example: Elementary teacher who has a minor in history.
Mortgage	A conveyance of property to a creditor as security for money lent.
Occupation/Vocation	Work in which a person is regularly employed.
Online Education	Education delivered through the Internet.
On-the-Job Training	Instruction at work to learn required tasks of the job.
PLAN®	Predictor of success on the ACT® administered to sophomores.
Plan of Study	A planned, coherent sequence of courses, four to six years in duration, recommended to support interest in a career cluster.

TERM	DEFINITION
Post-secondary	Education or training after high school.
Prerequisite	A class that must be taken before another class can be taken. Prerequisites often provide an introduction or foundation that will help a student be successful in the next class. For example, it would be best to take Drafting 1 before Drafting 2. Sometimes, permission can be gained to enter a class without the prerequisite if the student can demonstrate knowledge and skill needed for the next class.
Private College	A college that relies on endowments, tuition and fundraising campaigns. They do not receive government subsidies.
Problem Solving	<b>FKS:</b> Identifying problems or situations requiring a solution, understanding the context, circumstances or facts related to the situation, and working toward a solution.
PSA	Public Service Announcement
P-SAT®	A test used to prepare for the SAT®. High scores from this test may qualify an individual for a National Merit Scholarship.
Public College	A college operated and financially supported by the state in which they are located.
Religious Affiliated College	A college that has a sponsoring denomination. Most welcome students from other faith denominations.
Required	Classes that the local school board of education has decided are necessary for all students. Required classes must be taken and passed in order to graduate from high school.

TERM	DEFINITION
Round Robin	<p>A turn-taking structure: Each member of a team, in turn, shares orally with the group.</p> <p>— Kagan Structures for Success™</p>
Safety, Health, and Environment	<p><b>FKS:</b> When you have good knowledge concerning your health and safety, you will have an understanding of health and safety issues that are most important to the work environment of each of the career clusters. You will be able to demonstrate and promote safety and health and be aware of protecting the surrounding environment while working in the career cluster industry you choose.</p>
SAT®	<p>A test that assesses high school students' general educational development and their ability to complete college-level work. Most colleges in America accept the SAT® as a part of its admissions process.</p>
Service Learning	<p>Volunteer service projects that give students useful work experience while benefiting the community.</p>
Specialty Degree	<p>A college degree that is higher than a masters' degree but not equivalent to a doctorate. Usually a narrow field of study.</p>
Systems	<p><b>FKS:</b> A group of parts working together as a whole, for example: understanding the policies in a business and how those policies influence the work within a company or industry as a whole, and further into the larger community or environment.</p>
Target Market/Audience	<p>A group of individuals specifically targeted to sell a product to.</p>

TERM	DEFINITION
Teamwork	<b>FKS:</b> With good leadership skills you will be able to lead groups of people in such areas as sports, group work, or problem solving. With good teamwork skills you will be able to recognize cultural, social, and ethnic differences and be able to work well with them. You will be able to contribute with others to achieve group goals.
Tech Prep	A program between high schools and community colleges that offer students an opportunity to earn college credit through their high school course. The credits apply to only the college that has articulated the course.
Technical School	A private post-secondary school that offers training programs for specific career specialties.
Technical Skills	<b>FKS:</b> The attainment and application of the skills identified for a particular career specialty.
Think-Pair-Share	A strategy in which students think of an answer on their own and then get together with a classmate to share and discuss ideas.
Transcripts	A record of the courses a student has taken, the grades earned and the credits earned. Other information may be included such as achievement test scores, attendance, etc.
Transition	The passage from one part of life to another. Typical transitions for students are from middle school to high school and high school to training after school. Typical transitions for youth are from adolescence to adulthood, or dependence to independence.
Ticket Out or Exit Slip	A strategy for closure where students summarize or reflect on the lesson in writing before exiting the classroom.

TERM	DEFINITION
Universal Systems Model (PIMTECT)	A visual representation to help learners organize and understand the parts of a system and PIMTECT. PIMTECT is an acronym for People, Information, Materials, Tools, Energy, Capital, and Time.
University/College	A post-secondary institution that offers degrees. Programs and length of study vary. Universities are usually larger than a college, provide a wider range of majors and offer advanced degrees such as masters and doctorates.
Vocation/Occupation	Work in which a person is regularly employed.