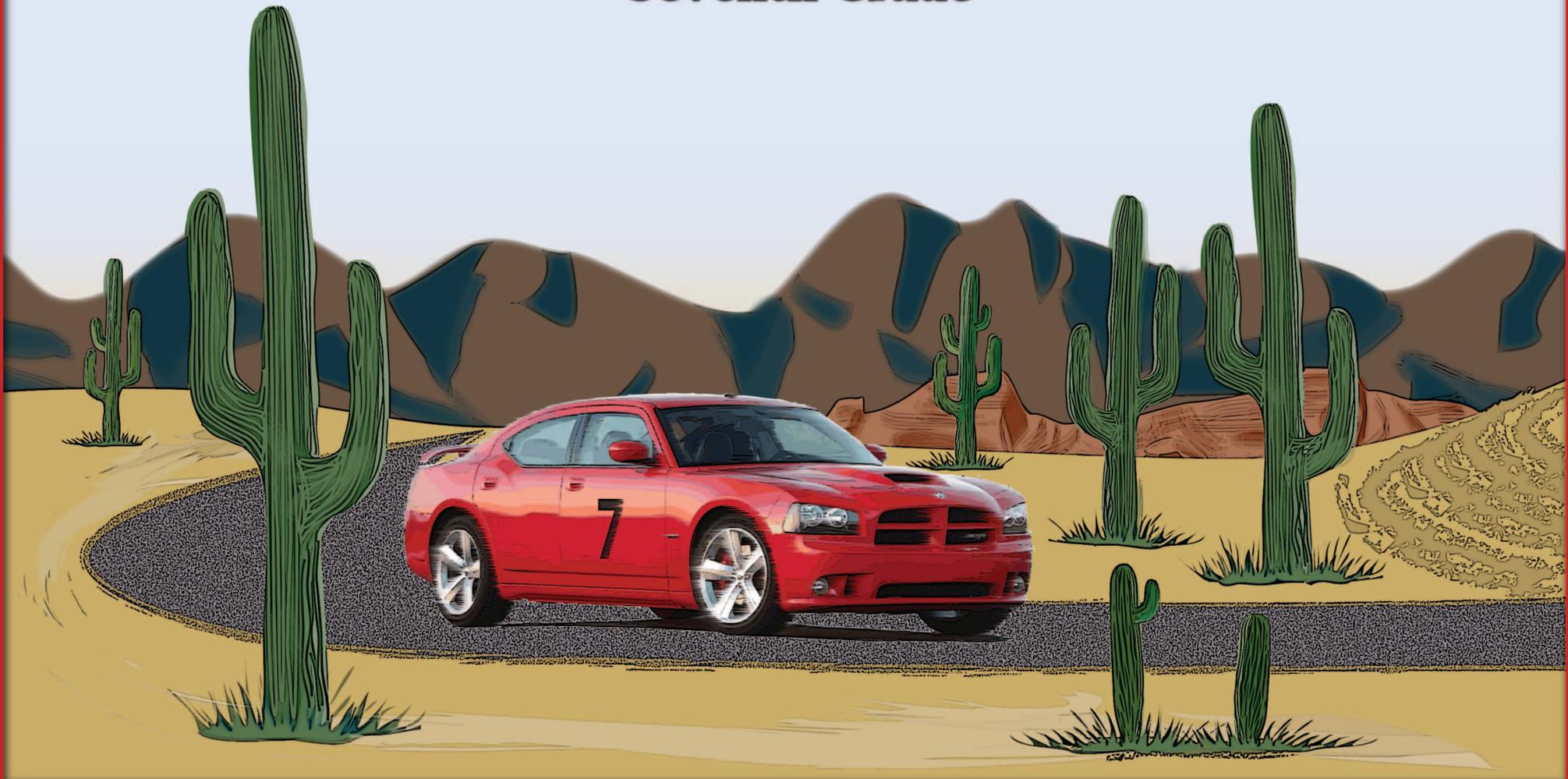


Career Choices Curriculum

Office of Career & Technical Education

Seventh Grade



CAREER CHOICES--7TH GRADE MAPPING A CAREER TRIP TABLE OF CONTENTS

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ACKNOWLEDGEMENTS

Many thanks go to the members of the Career Choices Curriculum Committee for their dedication of time and energy in organizing and developing the curriculum for the seventh grade component of Career Choices. Committee Members were Haley Chambers, Benton Middle School, Marshall County, Benton and Kevin Clary, Jessie Clark Middle School, Fayette County, Lexington.

Thanks also to Michael Hackworth and Donnalie Stratton, Consultants in the Office of Career and Technical Education who served as project directors and to Linda Dunsmore, retiree from Division of Career and Technical Education for editing and providing technical assistance to the project.

To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of career in today's society. The materials in these units for the seventh grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Mapping a Career Trip

Career Quest

(The number of lessons may be adjusted depending on school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Seventh Grade

Course Title: Career Choices

Grade Level: 7

Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available as described in the 16 Career Clusters. Units of instruction will focus on content for 7th grade as outlined in the KDE Program Review for PL/CS. Opportunities for student interaction with business and industry professionals maybe provided through physical/virtual field trips, service learning projects, job shadowing and mentoring. The Individual Learning Plan (ILP) will be utilized as a tool for identifying careers and planning a career path.

Unit Title: Mapping a Career Trip

Section I: General Information and Overview:

Unit Overview: Unit focuses on ways to develop positive work habits and skills that will impact an individual's success in planning for a career. Students will continue their career planning process, including continued development of an Individual Learning Plan (ILP).

Section II: Learning Targets – I Can:

- Identify and explain why people need to work.
- Develop an awareness of career clusters and jobs relating to those clusters.
- Identify and apply basic academic and technological skills relating to a variety of careers.
- Identify employability and social skills important to career success.
- Identify skills that a variety of careers have in common and that are transferable among many careers.
- Exhibit productive work habits, attitudes, and social skills.
- Analyze individual interests, aptitudes, and attitudes relating to career planning.
- Utilize Individual Learning Plan to explore careers, set goals, and record co-and extra-curricular activities.

Section III: Major Focus

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Update my ILP.</p>	<p>Complete a learning style inventory. The VARK Questionnaire, How Do I Learn Best? http://www.vark-learn.com/english/page.asp?p=younger.</p> <p>Define and discuss the different learning styles.</p> <p>Decide if the results are accurate.</p> <p>Complete Supplement 1, “Planning for Success” setting some short-term goals related to their preferred learning styles.</p> <p>Complete Supplement 2, “PL/CS Personality Assessment”.</p> <p>Note to Teacher: Students may be grouped according to their learning styles to prepare for the next activities.</p>	<p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and finds, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Information Literacy</p> <p>Communication</p> <p>Productivity and Accountability</p> <p>Initiative and self-direction</p> <p>Communication</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Identify and explain why people need to work.</p> <p>Update my Individual Learning Plan.</p>	<p>Log in to the Internet to access Career Cruising http://www.careercruising.com/ILP/ and complete Careers that Interest Me.</p> <p>Complete Supplement 3, “Why Work?”.</p> <p>Complete Supplement 4, “Open Response – Why People Work”.</p>	<p>CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>Critical Thinking and Problem-Solving</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>ICT Literacy</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Update my Individual Learning Plan.</p>	<p>Research six new career choices. Complete Supplement 5, “A Day at the Career Fair” to guide research about additional career choices.</p> <p>Create a career bookmark showing their potential career path from the careers saved in Career Cruising.</p>	<p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Media Literacy</p> <p>Initiative and Self-Direction</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p> <p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Update my Individual Learning Plan.</p>	<p>List careers that are impacted or affected by technology skills. Discuss and create a class list, include being dependable, problem solving, communicating clearly, showing initiative, taking responsibility, using computers and other technology, being able to work in a group or on a team, showing up on time, following directions, and listening.</p> <p>Brainstorm in groups of 2-3 to determine why the skills listed are important and analyze what the world would be like without them.</p> <p>Write a feature article explaining results. Utilize Supplement 6, "Career Feature Article".</p>	<p>CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Collaboration</p> <p>Leadership and Responsibility</p> <p>ICT Literacy</p> <p>Information Literacy</p>
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p>	<p>Explore the web site: www.knowhow2goky.org/middle/index.php Complete all Middle School activities on the web site. Summarize and record information regarding a career interest obtained from the site.</p>	<p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Media Literacy</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p>	<p>Access Career Cruising at: http://www.careercruising.com/ILP/ and complete Schools that Interest Me.</p> <p>Record data in a spreadsheet (such as Microsoft Excel) for each school researched to do a comparison. Utilize Supplement 7,</p>	<p>CCSS.Math.Content.7.RP.A.2 Recognize and represent proportional relationships between quantities.</p>	<p>Media Literacy</p> <p>ICT Literacy</p> <p>Critical Thinking and Problem Solving</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Examine skills that are needed to be accepted into college or other postsecondary training or to get a job.</p> <p>Update my Individual Learning Plan.</p>	<p>"School Cost Spreadsheet".</p> <p>Comment in the ILP on each school, referring to the spreadsheet comparison and considering plans needed to pay for post-secondary education.</p>		<p>Financial, Economic, Business and Entrepreneurial Literacy</p>
<p>Develop an awareness of career clusters and jobs relating to those clusters.</p> <p>Update my Individual Learning Plan.</p>	<p>Cut 15 strips of paper to make a paper chain. On three of the strips, name three related careers and explain how the careers are related. Are all three careers in the same career cluster?</p> <p>Access Career Cruising http://www.careercruising.com/ILP/ and complete Career Cluster Interests. Select additional career clusters to investigate. Identify three separate careers within each cluster and examine the job description, working conditions, earnings, education and career path for each career, listing important information on a slip. Link related careers together to create a paper chain. Repeat the steps for each career until all 15 slips are used.</p> <p>Analyze the paper chains to see if any jobs within a chain are related to another career cluster. Re-link the chain until all possible</p>	<p>CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Creativity and Innovation</p> <p>ICT Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Social and cross-cultural skills Collaboration</p> <p>Flexibility and Adaptability</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
	<p>careers are linked together. (Work with a partner.)</p> <p>Comment in the ILP on the most notable item learned through the linking process. Rank each career cluster according to interest (1-most interested through 5-slightly interested).</p> <p>Reflect and comment on the career clusters chosen. Compare the clusters with ones in Career Matchmaker.</p> <p>Create a list of all activities since the beginning of the sixth grade. Include start and ending dates, a description (such as a coach's or sponsor's name), special awards or achievements. Include scouts, sports teams, gymnastics, church-related activities, clubs and hobbies. If a scanner is available, attach any electronic evidence of participation (newspaper articles, certificates, e-mails, letters).</p>		
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Demonstrate employability and social skills important to career</p>	<p>Preparation note to teacher prior to class: On index cards or small pieces of paper record different methods of finding a job such as using the Internet, signs at a place of business, television, radio, classified ads, newspapers, magazines, counselors, career fairs, employment agencies, networking, job shadowing, mentoring, internships, unemployment office, job corps, federal government, state government. Place the</p>	<p>CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Media Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Productivity and Accountability</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
success.	<p>cards under student seats. As class begins, have students hypothesize a method for getting a job. Have them look under their seats to discover more ways to find a job.</p> <p>View and take notes on “The World of Work: Getting a Good Job,” a KET EncycloMedia video. http://streaming.discoveryeducation.com/</p> <p>Complete the black line masters (pages 2, 3, 4, 9, 10, 12, 13, 14, 15, 16) included on the Web with the video:</p> <ul style="list-style-type: none"> • Viewers’ Concept Guide, “Getting a Good Job, Part 1” • My Likes & Dislikes • When I’ve Been Complimented • Viewers’ Concept Guide, “Getting a Good Job, Part II” • More on Casting a Wide Net, • Constructing Your Network, Page 1 • Constructing Your Network, Page 2 • Preparing for a Job Interview • Interview Check List • The Thank You Note <p>Video lasts approximately 30 minutes. Video segments may be used to save time.</p> <p>Create a brochure that summarizes the information from the videos.</p> <p>Complete Supplement 8, “I Need a Job!”</p>		Civic Literacy
Update my ILP.	<p>Access Career Cruising at: http://www.careercruising.com/ILP/ and</p>	<p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-</p>	Critical Thinking and Problem Solving

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p> <p>Demonstrate employability and social skills important to career success.</p>	<p>complete Organizations and Activities.</p> <p>Complete the Supplement 9, “Career Interest Survey” with two professionals in the community.</p> <p>Write three questions an interviewer would ask and three questions that are appropriate to ask the interviewer. Review and discuss the questions.</p> <p>Participate in mock interviews, practicing good interview habits.</p> <p>Identify and review the interviewee’s non-verbal communication, verbal communication, and interview skills.</p> <p>Complete Supplement 10, “The Interview”.</p> <p>Note to Teacher: If possible, video the interviews so students can see what they are doing while interviewing (playing with their hair, starting each sentence with ummm, or staring at the floor, for example). Invite business owners and managers from the community to assist in “interviewing” the students.</p>	<p>one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Communication</p> <p>Collaboration</p> <p>Initiative and Self-Direction</p> <p>Leadership and Responsibility</p>

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21 st Century Skills
<p>Analyze individual interests, aptitudes, and attitudes related to career planning.</p> <p>Identify and apply basic academic skills relating to a variety of careers.</p>	<p>Create a final project, utilizing Supplement 11, “Career Choices Final Project”. Present the projects to the class or display projects at Reality Store.</p> <p><i>Note to Teacher:</i> If time allows, students may be shown some examples related to possible projects, such as reading <i>Click, Clack, Moo Cows That Type</i> to remind them of what a children’s book looks and sounds like. Students might compose a simple song or rap related to careers. You may want to play a game such as Life or Corn Hole to illustrate possible types of games.</p>	<p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Initiative and Self-Direction</p> <p>Media Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>ICT Literacy</p> <p>Collaboration</p>

Section IV: Culminating Project and Scoring Guide

Career Choices Final Project

Choose one of the options below to complete the first round requirements. Please be sure that all sentences are complete, your information is accurate, and your spelling and grammar are correct. You do not have to choose the activity that fits with your best learning style, but it might make it easier for you.				
	Option 1	Option 2	Option 3	Option 4
Learning Style	<u>Visual</u>	<u>Read/Write</u>	<u>Aural</u>	<u>Kinesthetic</u>
Assignment	<p>Create a PowerPoint presentation teaching an important concept from the unit. Feature:</p> <ul style="list-style-type: none"> • Your picture • A background related to your future career • A vocabulary words and definitions related to careers, • Explanation or any other important details 	<p>Create a children’s book that tells the story of the career path to follow to be successful in a career in which you are interested. Should include career-specific vocabulary and definitions, pictures (you may even include your own).</p>	<p>Create a song or rap that is school-appropriate and tells a story about getting a specific job or career, how to write a resume, ILPs, career clusters, and so on. Record it on video.</p>	<p>Create a board game that demonstrates steps to getting a job, completing your ILP, uses for skills, or how career clusters are related.</p>
Optional Computer Application	Microsoft Office PowerPoint or prezi.	Microsoft Office Word and Paint to cut out pictures.	Microsoft Office Word or Windows Movie Maker for the video.	Microsoft Office Word.
Content	Picture should add meaning and not be copyrighted or pixilated. You must appear in the picture. Words should be from the careers course.	Should have at least 20 pages including related pictures. Must tell a story; complete a story board first. Information should not be copy righted, plagiarized or pixilated. May be landscape or portrait.	Song should be a minimum of 3 minutes long and performed on tape. Must sound/look professional. Include appropriate vocabulary words and definitions/ explanations. Must also turn in a written copy.	Board game should include vocabulary and definitions. Should include directions for playing the game or be self-explanatory. Must look professional. Might include multiple choice or other types of questions players would answer to demonstrate content

				knowledge. Should be challenging.
	Option 1	Option 2	Option 3	Option 4
Learning Style	<u>Visual</u>	<u>Read/Write</u>	<u>Aural</u>	<u>Kinesthetic</u>
Layout and Design	<p>Good use of white space (fill the page).</p> <p>Easy to read from a distance.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>	<p>Good use of white space (fill the page).</p> <p>Easy to read from a distance.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>	<p>Video should be self-explanatory and coherent.</p> <p>Should have good flow, rhythm, and good use of time.</p>	<p>Good use of white space (fill the page or playing area).</p> <p>Easy to read and understand.</p> <p>Nice use of color.</p> <p>Self-explanatory.</p>
Spelling and Grammar	<p>No spelling or grammatical errors.</p> <p>Use complete sentences.</p>	<p>No spelling or grammatical errors.</p> <p>Use complete sentences.</p>	<p>No spelling or grammatical errors, if print is used.</p>	<p>No spelling or grammatical errors.</p>

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	<p>All content is creative, correct, and a product of the student's own thoughts and ideas.</p> <p>Includes:</p> <ul style="list-style-type: none"> • Purpose • Explanation of employability skills • Easy-to-understand career-related definitions • Other related vocabulary 	<p>Almost all content is correct. Product of student's own thoughts and ideas. Easy-to-understand career-related definitions included.</p> <p>Includes most of the suggested elements for the specific project.</p>	<p>Almost all content is correct. Product of student's own thoughts and ideas. Inaccurate or confusing definitions.</p>	<p>Incomplete content, missing definitions/content. Weak relationship to careers.</p>
Clarity and Neatness	<p>Organized logically, effectively, using paragraphing, transitions, headings, etc., if appropriate. Easy to read and understand.</p>	<p>Most of the presentation is organized logically using paragraphing, transitions, and headings. Easy to read and understand.</p>	<p>Hard to read and understand</p>	<p>Hard to read and organization is confusing.</p>
Layout and Design	<p>Includes an introduction, supporting ideas and conclusion. Employs suitable tone for purpose and audience. Good use of white space or time where appropriate.</p>	<p>Includes most elements — introduction, several supporting ideas, conclusion. Employs suitable tone for purpose and audience.</p>	<p>Almost looks like the project is supposed to; tone or voice not appropriate for the audience or purpose.</p>	<p>Does not look like the product is supposed to. Inappropriate/ineffective tone or voice.</p>
Spelling and Grammar	<p>Uses correct spelling and grammar as well as word choices that are appropriate for purpose and audience.</p>	<p>Correct spelling, few grammar and/or word choice errors.</p>	<p>Several spelling or grammatical errors.</p>	<p>Numerous spelling and grammatical errors to the point that it is hard to read and/or understand.</p>

Section V: Assessment and Enabling Skills and Processes

A. Assessment

Daily work and participation
Editorial/cartoon
Completed Individual Learning Plan (ILP)
Final project

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving
Creativity and Innovation

Information Literacy
Flexibility and Adaptability
Productivity and Accountability

Communication
Financial, Economic, Business, &
Entrepreneurial Literacy
Media Literacy
Social and Cross-Cultural Skills
Leadership and Responsibility

Collaboration
ICT Literacy

Initiative and Self Direction
Civic Literacy

C. Vocabulary

Ability
Academic skills
Annual earnings
Aptitude
Aural
Career clusters
Endowment
Environment
Goal setting
Grade point average (GPA)
Individual Learning Plan (ILP)
Initiative
Internet
Interpersonal
Job description

Job skills
Kinesthetic
Learning styles
Long-term goals
Manufacturing industry
Median
Networking
Non-verbal communication
Peers
Personal satisfaction
Post-secondary
Problem solving
Read/write
References
Regional

Respect
Responsibility
Room and board
Secondary
Service industry
Short-term goals
Team skills
Technology
Time management
Undergraduate
Verbal communication
Visual
Work experience
Respect
Responsibility

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Career Cruising** program: www.careercruising.com
- **CITE Learning Style Inventory**, Babich, Burdine, Albright & Randol (1976). Computer application programmed by F. Mann III. Available (free) in print and computerized forms: www.wvabe.org/cite.htm
- **Click, Clack, Moo Cows That Type**. Cronin, D. and Lewin, B. (2000). Simon & Schuster.
- Do You KnowHow2GoKY website provides exploration about going to college. www.knowhow2goky.org/middle/index.php
- **Dream Catchers**, Third Edition. (2004). Indianapolis, IN: JIST Works. Helpful student workbook on careers.
- Helpful resources for Career Cruising. Kentucky Department of Education: <http://education.ky.gov/KDE/Instructional+Resources/Individual+Learning+Plan/Helpful+DocumentsLP.htm>
- **Kentucky's 14 Career Cluster Poster**. Kentucky Department of Education.
- **VARK Questionnaire, How Do I Learn Best?** <http://www.vark-learn.com/english/page.asp?p=younger>
- **The World of Work: Getting a Good Job**. United Learning (1998). KET EncycloMedia: unitedstreaming: <http://streaming.discoveryeducation.com/> Includes video and black line masters. Requires KET access.

B. Resource Text

Curriculum for Career Choices – 7th Grade: **Buckle Up for Success**

C. Technology

Computer lab with Internet access, Microsoft Word, PowerPoint, Publisher
Printer
Scanner
Video camera

D. Materials

Pencil and paper
Individual Career Choices folders
Card stock
Index cards
Strips of colored paper for paper chain
Tape
Black line masters from KET EncycloMedia, "The World of Work: Getting a Good Job"

E. Equipment

Computer	Video equipment	Microsoft Office software	Projector
Printer	Scanner		

F. Supplements

Supplement 1: [Planning for Success](#)
Supplement 2: [PL/CS Personality Assessment](#)
Supplement 3: [Why Work?](#)
Supplement 4: [Why People Work Open Response](#)
Supplement 5: [A Day at the Career Fair](#)
Supplement 6: [Career Feature Article](#)
Supplement 7: [School Cost Spreadsheet](#)
Supplement 8: [I Need a Job](#)
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CAREER CHOICES—7th GRADE CAREER QUEST

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ACKNOWLEDGEMENTS

Many thanks go to the members of the Career Choices Curriculum Committee for their dedication of time and energy in organizing and developing the curriculum for the seventh grade component of Career Choices. Committee Members were Haley Chambers, Benton Middle School, Marshall County, Benton and Kevin Clary, Jessie Clark Middle School, Fayette County, Lexington.

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To the Teacher

Career Choices is a program designed for middle school students and introduces them to a broad range of career in today's society. The materials in these units for the seventh grade were developed to give an overview of curriculum that might be used by any certified middle school teacher for career exploration.

The materials are organized in units as follows:

Mapping a Career Trip

Career Quest

(The number of lessons may be adjusted depending on school's schedule)

Included in the unit are learning targets and learner activities which encompass ELA (English/ Language Arts) and Math Common Core State Standards, 21st Century Skills, and cross-referenced with other national and state standards.

To aid the teacher in using some of the learner activities identified in the units, supplements are provided at the end of the unit. These materials are ready-to-copy or may need to be altered to suit specific classroom needs. A list of the supplements and access information can be found in the resource section of the unit.

Career Choices: Seventh Grade

Course Title: Career Choices**Grade Level: 7**

Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available as described in the 16 Career Clusters. Units of instruction will focus on content for 7th grade as outlined in the KDE Program Review for PL/CS. Opportunities for student interaction with business and industry professionals maybe provided through physical/virtual field trips, service learning projects, job shadowing and mentoring. The Individual Learning Plan (ILP) will be utilized as a tool for identifying careers and planning a career path.

Unit Title: Career Quest**Section I: General Information and Overview:**

Unit Overview: Unit focuses on gaining an awareness of careers and their use in developing positive work habits employers expect applicants to have before beginning a job.

Section II: Learning Targets--I Can:

- Develop an awareness of career clusters and jobs relating to those clusters.
- Exhibit productive work habits, attitudes, and social skills.
- Demonstrate employability and social skills important to career success.
- Identify and apply basic academic and technological skills relating to a variety of careers.

Section III: Major Focus

Learning Targets I can:	Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts and Mathematics	Partnership for 21st Century Skills
<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p>Fine Arts and Humanities Cluster Brainstorm a list of jobs and job descriptions that may be categorized in this career cluster.</p> <p>Complete Supplement 1, “Research the Stars”. Research a favorite entertainer from the past or present and write a narrative, using at least two resources such as Internet, magazines, books, and other appropriate material. Include biographical information such as date and place of birth, childhood history, first interest in performing, lessons or other talent development, family background, and present entertainment projects.</p> <p>Present findings to the class upon completion.</p> <p>Discuss experience and training needed to reach “stardom.”</p>	<p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Creativity and Innovation</p> <p>Information, Communication, and Technology Literacy</p> <p>Initiative and Self-Direction</p>

<p>Develop an awareness of career clusters and jobs relating to those clusters.</p> <p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Agribusiness and Natural Resources Cluster</u></p> <p>Brainstorm possible jobs within this cluster and equipment that can be used to accomplish these jobs.</p> <p>Listen to a county extension agent in agriculture speak to the class about farming and agribusiness in the local community. The agent may also be asked to speak about modern technology and processing versus techniques used years ago (such as how butter is and was made). Identify jobs and equipment mentioned by the agent.</p> <p>Make butter to experience processing an agribusiness product by completing Supplement 2, "Let's Make Butter!"</p> <p>Evaluate the results using the rubric.</p> <p>Discuss current careers related to processing milk into grocery store products. Summarize how processing food has changed over time.</p> <p>Note to Teacher: Another activity might involve growing seeds and observing plant growth.</p>	<p>CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Communication</p> <p>Collaboration</p> <p>Civic Literacy</p> <p>Environmental Literacy</p> <p>Initiative and Self-Direction</p> <p>Productivity and Accountability</p>
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<p>Demonstrate employability and social skills important to career success.</p> <p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Manufacturing Cluster</u></p> <p>View “Product Assembler,” an Enter Here video (see resource list at end of this unit).</p> <p>List products/items that have been assembled. Share lists with the class.</p> <p>Discuss and define: assembly line, manufactured products, output, input, and production function.</p> <p>Participate in an assembly activity which requires daily attendance and participation to complete the project.</p> <p>Assembly Activity: Latch Hook Square Project Complete and evaluate Supplement 3, “Latch Kit Rubric”. Follow the assembly instructions that come in their kits.</p> <p>Assembly Line Activity: Choose from one of three projects: Making Decorative Pencil/Pen Making a School Publication Making a Craft Utilize Supplement 4, “Assembly Line Activity”.</p> <p>Discuss the role each person had in developing the product. Relate these roles to other jobs in the manufacturing cluster.</p>	<p>CCSS.ELA-Literacy.RST.6-8.3 Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication</p> <p>Collaboration</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self-Direction</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p>
<p>Career Quest</p>			<p>8</p>

<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p><u>Construction Cluster</u></p> <p>View photos of bridges, building and homes; a set of blueprints; art in a frame; other types of constructed items and items requiring planning. Discuss how various items and buildings we see and use every day require construction and planning.</p> <p>Brainstorm advantages and disadvantages of working in the construction field. In teams, discuss advantages and disadvantages of this type of work.</p> <p>Summarize the points made by each team and research any questions.</p> <p>Research various types of buildings such as schools, office towers, malls, arenas, factories, barns, types of houses (one or multiple stories, etc), storage buildings.</p> <p>Identify types of materials and equipment as well as different skills used in construction trades.</p> <p>Use Legos to build one of the buildings.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.2</u> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><u>CCSS.ELA-Literacy.RST.6-8.3</u> Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Communication</p> <p>Collaboration</p> <p>Initiative and Self-Direction</p> <p>Flexibility and Adaptability</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p>
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<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p><u>Transportation Cluster</u> <u>FLUTYVILLE AIRLINES</u></p> <p>Demonstrate a variety of skills and positive work habits while learning about and working for the mythical Flutyville Airlines (or airline name of your choice).</p> <p>View Flutyville Airlines, a PowerPoint presentation that will introduce the simulated flight project and many of the jobs involved in running an airport and airline.</p> <p>View an Enter Here video titled “Flight Attendant.”</p> <p>Brainstorm a list of jobs associated with airlines and airports. Using this list, compare and contrast the details of each job, including clothing worn by the employee, education needed to attain this position, and other details.</p> <p><i><u>Which Job is Right for Me?</u></i></p> <p>Review the previously viewed Flutyville Airlines PowerPoint presentation for positions available for the mythical Flutyville Airlines, such as pilot, co-pilot, flight attendants, air traffic controllers, security personnel, baggage/luggage handler, lead flight attendant, ticket agent and travel agent.</p> <p>Identify the airline job/position they would like to hold.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.9</u></p> <p>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p>	<p>Critical Thinking</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p>
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<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Reading Classified Ads</u></p> <p>Bring in and examine classified ads for jobs. Look for information such as name of job, experience needed, salary, fringe benefits, educational requirements, who and how to contact.</p> <p>Chart and discuss abbreviations used in the classified ads. (e.g., Salary/Sal.; Medical Insurance-Med. Ins.; Department/Dept.; Monday-Friday/M-F)</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.4</u></p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>.</p>	<p>Information Literacy</p> <p>Civic Literacy</p> <p>Global Awareness</p>
<p>Identify and apply basic academic and technological skills relating to a variety of careers.</p>	<p><u>Business Letters and Résumés</u></p> <p>Write a business letter to the Personnel Department (instructor of class) requesting an application for employment with the Flutyville Airlines. Utilize <u>Supplement 5, “Typing A Personal Business Letter”</u>.</p> <p>Create a résumé to send along with the business letter. Utilize <u>Supplement 6, “Sample Résumé”</u>. (May use sample résumé in ILP.)</p>	<p><u>CCSS.ELA-Literacy.W.7.2a</u></p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.W.7.2d</u></p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Media Literacy</p> <p>Communication</p> <p>Information, Communications, and Technology Literacy</p> <p>Leadership and Responsibility</p>

<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Job Applications</u></p> <p>Listen to a presentation by teacher on guidelines for filling out applications. Summarize guidelines and record them in student journal or other writing piece. Complete a job application for Flutyville Airlines.</p> <p><u>Note to Teacher:</u> Provide real applications from area businesses to show the kind of information needed to complete a job application.</p>	<p><u>CCSS.ELA-Literacy.SL.7.1d</u> Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Information Literacy Communication</p>
<p>Develop an awareness of career clusters and jobs relating to those clusters.</p>	<p>Research the position they would like to hold with Flutyville Airlines. Utilize <u>Supplement 7, "Research Report"</u>.</p> <p>Summarize the information in a report.</p>	<p><u>CCSS.ELA-Literacy.RST.6-8.8</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>Communication Media Literacy Information Literacy Productivity and Accountability</p>

<p>Demonstrate employability and social skills important to career success.</p>	<p><u>Interview Tips and Techniques</u></p> <p>View and discuss a video/DVD or other resource on interviewing in preparation for interviewing for jobs with Flutyville Airlines. (i.e., The World of Work: Getting a Good Job from KET EncycloMedia.)</p> <p>Identify key steps needed for a job interview. Share at least three major findings regarding interview procedures.</p> <p>Write three questions an interviewer might ask them and three questions that would be appropriate to ask the interviewer.</p> <p>In groups of three, alternate the positions of interviewer, interviewee, and observer. Participate in an interview, answering questions pertaining to the job researched. Evaluate peers using Supplement 8, "Interview Checklist".</p> <p><u>Note to Teacher:</u> Other school personnel or community volunteers might be used as interviewers.</p>	<p>CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p>Communication</p> <p>Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Initiative and Self-Direction</p> <p>Social and Cross-Cultural Skills</p>
<p>Identify basic academic and technological skills relating to a variety of careers.</p>	<p><u>Thank-You Letters</u></p> <p>Review and discuss parts of a business letter.</p> <p>Write a thank you letter to their potential employer, thanking him/her for the interview and using appropriate format from Supplement 5, "Typing a Business Letter".</p>	<p>CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.</p>	<p>Communication</p> <p>Initiative and Self-Direction</p> <p>Media Literacy</p> <p>Information, Communications, and Technology Literacy</p>

<p>Exhibit productive work habits, attitudes, and social skills.</p>	<p><u>Trip Day</u></p> <p>Participate in the simulated trip.</p> <p>Following the “trip,” discuss the various jobs involved. Describe your role/position or one they observed. Discuss advantages and disadvantages of each position. Utilize the scoring guide for the culminating project for evaluation of the project.</p> <p><u>Note to Teacher:</u> See Supplement 9, “Roles and Preparation” and Supplement 10, “Job Descriptions”.</p> <p>Review information on career clusters, identify one career of interest and develop a brochure or pamphlet to “promote your career cluster.” Supplement 11. Share results with class.</p>	<p>CCSS.ELA-Literacy.RST.6-8.3</p> <p>Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Collaboration</p> <p>Productivity and Accountability</p> <p>Leadership and Responsibility</p> <p>Initiative</p> <p>Creativity</p> <p>Technology Literacy</p>
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Section IV: Culminating Project and Scoring Guide

Flutytville Airlines Simulation

Students will participate in the simulation of an airplane trip. They will demonstrate career awareness, employability and social skills and appropriate attitudes as they carry out tasks involved in this mock airplane journey.

Scoring Guide

CATEGORY	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Content	Completed résumé, business letter, thank you letter, research paper. No spelling or typing errors.	Completed all requirements but had a few spelling/typing errors.	Did not complete all requirements. Papers were messy, typed incorrectly, late.	Did not turn in work; too many missing assignments.
Interview	<ul style="list-style-type: none"> • Interviewed with no errors. • Asked relevant questions and answered questions correctly. • Dressed appropriately. 	<ul style="list-style-type: none"> • Interview completed with few errors. • Did not ask or answer all questions. • Dressed appropriately. 	<ul style="list-style-type: none"> • Interview did not go well; • Did not ask questions to potential employer; • Did not make eye contact; • Did not dress up for interview. 	<ul style="list-style-type: none"> • Interview was bad. • Asked and answered little or none at all. • Did not make eye contact/fidgeted. • Wore jeans, t-shirt, sweats, etc.
Activity	<ul style="list-style-type: none"> • Completed each task required. • Was prepared for activity (equipment ready, lines memorized, etc.) • Passenger role: “purchased” ticket for flight, checked in luggage. • Participated and 	<ul style="list-style-type: none"> • Was prepared but did not fully complete activity (distracted, forgot lines, etc.). • Passenger role: did not have ticket, forgot to check in baggage. • Completed crash position demonstration. 	<ul style="list-style-type: none"> • Participated but work was inadequate, did not work well in a team. • Was not prepared. • Passenger role: Did not sit in assigned seat, was too loud, did not participate in crash position 	<ul style="list-style-type: none"> • Did not participate in activity. • Passenger role: Was rude/discourteous. • Crew did not complete all tasks necessary for flight.

	demonstrated in crash position.		demonstration.	
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Section V: Assessment and Enabling Skills and Processes

A. Assessment

Daily work and participation
Completed handouts/worksheets
Final project

B. Enabling Skills/Processes

Analyzing	Listening
Following directions	Note taking
Group work	Reading
Participation	Time Management
Writing	

C. Vocabulary

Ability	Long-term goals	Secondary
Academic skills	Median	Service industry
Annual earnings	Networking	Short-term goals
Career clusters	Non-verbal communication	Team skills
Goal setting	Peers	Technology
Grade Point Average (GPA)	Personal satisfaction	Time management
Initiative	Post-secondary	Undergraduate
Internet	Problem solving	Verbal communication
Interpersonal	Read/write	Visual
Job description	References	Work experience
Job skills	Responsibility	
Kinesthetic	Room and board	

Section VI: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resources

- ***Dream Catchers***, Third Edition. (2004). Indianapolis, IN: JIST Works. Helpful student workbook on careers.
- **Flight Attendant**: 10 minutes, 41 seconds video. Enter Here video series. Available from various education brokers.
- ***Investigating Your Career***, Jordan A. & Whaley, L. (2008). Mason, OH: Thomson South-Western. Text/resource for career classes.
- **Latch kits and latch hooks**: Order from H. P. Faber and Company, P.O. Box 5008, Trenton, NJ 08638
- **Product Assembler**: Enter Here video series. 10 minute video. Available from various education brokers.
- **VGM Careers for You**: career-related book series. Follett Library Resources, 1340 Ridgeview Drive, McHenry, IL 60050-7048.
- **The World of Work: Getting a Good Job**. KET EncycloMedia: United Learning (1998). unitedstreaming: <http://streaming.discoveryeducation.com/> includes video and black line masters. Requires KET access.
- ***Your Career Adventure***, Miller R., Ryan, J. M. & Ryan, R. (1999). Blacklick, OH: Glencoe/McGraw-Hill. Text/resource for career classes.
- Media specialist
- Library

B. PowerPoint Presentations

PowerPoint: [Flutyville Airlines](#)

C. Technology

Computer lab with Internet access
Printer

D. Materials

Heavy whipping cream
Small glass jars (such as baby food jars)
Plates
Plastic knives
Crackers
Supplies for assembly project and assembly line project of choice

Ink Pens
Paper
Tables
Flashlights
Orange vests (borrow if possible or make from paper)
Movie for in-flight entertainment
Disposable cups
Snacks, water, sodas
Serving cart
Cardboard for control panel and any signs
Walkie-talkies (if possible; available at Wal-Mart, Target, and other stores)
Metal detector (if possible; available at Wal-Mart, Target, and other stores)

E. Supplements

Supplement 1: [Research the Stars](#)
Supplement 2: [Let's Make Butter](#)
Supplement 3: [Latch Kit Project Rubric](#)
Supplement 4: [Assembly Line Activity](#)
Supplement 5: [Typing a Personal Business Letter in Block Style](#)
Supplement 6: [Sample Résumé](#)
Supplement 7: [Research Report](#)
Supplement 8: [Interview Checklist](#)
Supplement 9: [Roles and Preparation](#)
Supplement 10: [Job Descriptions](#)
Supplement 11: [Promote Your Career Cluster](#)

Section VII: SCANS (Secretary's Commission on Achieving Necessary Skills)

C1 – Allocates Time
C5 – Acquires and Evaluates Information
C6 – Organizes and Maintains Information
C7 -- Interprets and Communicates Information
C8 – Uses Computers to Process Information
C9 – Participates
C10 – Teaches others
C12 – Exercises Leadership
C16 – Monitors and Corrects Performance
C19 – Applies Technology to Task

F1 – Reading
F2 – Writing
F5 – Listening
F6 – Speaking
F7 – Creative Thinking
F8 – Decision Making
F9 – Problem Solving
F12 – Reasoning
F13 – Responsible
F16-- Self-Management