Chicago Public Schools Cluster—All Clusters

Program Title—All Programs

Course Name—All Sophomore Classes

Lesson Title—Career Investigation

Unit—Individual Career Planning

Problem Area—Career Exploration

Lesson—Career Investigation

Illinois State Goal and Learning Standard. This lesson is correlated with the following State Goal, Learning Standard, and Performance Descriptor:

English Language Arts Goal	**5:**	Use the language arts to acquire, assess, and communicate information.
Learning Standard	**C:**	Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.
Performance Descriptor	**I-4:**	**Design** and present, as an individual or group, a written, oral, video, or multimedia project that:

- Effectively communicates the intended message;
- Engages the audience's interest;
- Establishes and maintains a focus;
- Organizes around a structure appropriate to purpose, audience, and context;
- Elaborates ideas through facts, details, description, analysis, and narration;
- Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

NETS:	**3:**	**Research and Information Fluency** --Students apply digital tools to gather, evaluate, and use information

Performance Indicator:	b.	locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
	c.	evaluate and select information sources and digital tools based on the appropriateness to specific tasks
	d.	process data and report results

CTE Employability. Skills   **ICP02:**   Investigate career cluster, pathways and specific jobs.

Workplace Skills: **A.**   **Developing an Employment Plan**

Performance Indicators:
1. Match interests to employment area.
2. Match aptitudes to employment area.
4. Match attitudes to job area.
5. Match personality type to job area.   .
7. Identify career information from counseling sources.

ScanSkills: **Basic Skills A:**   *Reading*: locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Collaborate to define the terms Career and Job

2. Complete interest profilers and skills assessment tools

3. Investigate at least two career options that will potentially match the result of their interest survey

List of Resources. The following resources may be useful in teaching this lesson:

Bibliography

Calhoun Community College. *Career Interest Iventory.* http://www.calhoun.edu/wd/inventory.html (accessed January 12, 2010).

Career Decision Making Tool. (n.d.). Retrieved January 12, 2010, from Americas Career Resource Network: http://cte.ed.gov/acrn/cdmt/tool.htm

Careership:Match My Career Interests. http://mappingyourfuture.org/planyourcareer/careership/match_career.cfm (accessed January 12, 2010).

Provided by the Chicago Public Schools Career and Technical Education Department's Curriculum Writing Project
http://www.chooseyourfuture.org/ (CPS/CTE) 773-553-2108 and the Curriculum Revitalization Project (CR) http://www.ilcte.org a Illinois State Board of Education (ISBE) project facilitated by the Illinois Office of Educational Services (IOES) 217-786-3010   Page 2 of 34

College Board. *Education Pays.* 2005.
   http://www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf (accessed
   January 12, 2010).

O'NET Online. http://online.onetcenter.org (accessed January 12, 2010).

United Stated Department of Labor. *Career One Stop.* http://www.acinet.org/explore/View.aspx
   (accessed January 12, 2010).

United States Department of Labor. *Occupational Outlook Handbook, 2010-11 Edition .*
   http://www.bls.gov/oco/home.htm (accessed January 12, 2010).

List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

Terms. The following terms are presented in this lesson (shown in bold italics):

Aptitude

Career

Earnings Potential

Interest

Job

Occupation

Interest Approach. Use an interest approach that will prepare the students for the lesson.
Teachers often develop approaches for their unique class and student situation. A possible
approach is included here.

Pose the following questions: Conduct a teacher-led discussion of the content of the lesson to
the class.   Use the following questions: Do occupations of the members of your family influence
your career choices?   Do you know how your parents chose their careers or vocations?

You, the teacher, might use yourself as an example to illustrate all of the steps in this lesson
activity. You could walk through the lesson activities by illustrating three career choices that you

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considered. Then describe how you made the choice of teaching as a career. *Then say:" Today we are going to begin a lesson that explores careers or occupations that are of interest to each of you. We will begin by using some tools to assess your interests and skills, and then you will investigate two careers or occupations that are of interest to you.*

Summary of Content and Teaching Strategies

Objective 1: Collaborate to define the terms Career and Job

Anticipated Problem: What is the difference between a job and a career?

Collaborate to define the terms career and job

    A. Determine the difference between a *job,(* a paid position of employment and something one has to do, a responsibility) and a *career (* a way of making a living, especially with opportunities for advancement or promotion, and progress through life-- a career pathway) *and an* *occupation (* a grouping of jobs with common tasks that require similar skills)

    B. Discuss the difference between an *aptitude***,** **(**a natural skill and/or ability*),* and an *interest (*what someone *likes to* **do***).*

    C. Use the VM-A to illustrate *an*d discuss the relatio*nship betwe*en education and *earnings potential,* the amount of money somebody should be able to earn in his or her professional capacity.

M*any techniques can be used to help students master this objective. As an example, students could* **use** *LS-A to illustrate the difference between a job and a career.* And VM-A may be used to illustrate education and earnings potential.

Objective 2: Complete interest profilers and skills assessment tools

Anticipated Problem: How can interest surveys and skills assessments assist students in career explorations?

    I.   Complete interest profilers and skills assessment tools

    A. After explaining why interest profiles and skills assessments are used students will be directed to various websites that will allow them to complete the various tools.

    B. Distribute LS–B - which will assist students with finding the appropriate websites that that will help them develop an interest profile and skills assessment.

    C. Based on their personal interests, students will compile a list of careers/ocupations that they can investigate.

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Many techniques can be used to help students master this objective. Use LS–B- to assist students with finding suitable career clusters or occupations which suit their profiles and assessments. If computers are not available for use, interest surveys and skills profiles may be downloaded from the following site: http://cte.ed.gov/acrn/cdmt/tool.htm. Student worksheet LS-C may also be used if computers are not available.

Objective 3 Investigate at least two career options that will potentially match the result of their interest survey

Anticipated Problem: What information can be gathered regarding career choices?

   I.   Investigate at least two career options that will potentially match the result of their interest survey

       A.   Distribute LS–D   which will assist students as they research their own career choice and gather information from appropriate Websites that will be useful in their presentations.

       B.   Students will use the following websites to gather information:

           http://online.onetcenter.org

           http://www.bls.gov/oco/

           http://www.acinet.org/explore/View.aspx

           http://mappingyourfuture.org/planyourcareer/careership/match_career.cfm

Many techniques can be used to help students master this objective. Use LS-D to assist in the collection of information

Review/Summary. Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.

Application. Use the included visual masters and lab sheet to apply the information presented in the lesson.

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Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

Answers to Sample Test:

Part One: Matching

1. career

2. aptitude

3. interest

4. earnings potential

5. job

6. occupation

Part Two: Short Answer

1. Answers will vary according to career interests

2. A. This site provides the following: Career assessment instruments; inventories; occupations by title, education requirement and wages

   B. This site provide employment projections, job duties, working conditions, training requirements, earnings levels, and employment prospects of hundreds of occupations.

Part Three: Completion

Using the words Career, *Occupation and Job*, fill in the blanks for the following sentences:

1. James' friend Claire knew she wanted a career where she could give back to the community. She eventually settled into the occupation of social worker, with a job as a child advocate for the county.

2. Ella's friend Ben spent his entire career in the health care industry. When he first started out he chose nursing as his occupation and got a job as an emergency room attendant at the local hospital.

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_____

SAMPLE TEST:

Name_____

Part One: Matching: Match the term with the correct definition.

_____A.   job

_____B.   career

_____C.   aptitude

_____D.   interest

_____E.   occupation

_____F.   earnings potential

1. The pursuit of a lifelong ambition or the general course of progression towards lifelong goals

2. Natural skills or abilities

3. Things one likes to do

4. The amount of money someone should be able to earn in his/her professional capacity.

5. An activity through which an individual can earn money. It is a regular activity in exchange of payment

6. A grouping of jobs with common tasks that require similar skills

Part Two: Short Answer:: *Answer each of the following in complete sentences.*

1. List one of the careers you have investigated and answer the following questions.

    A. What education or training is required for that occupation or career?

    B. What might you expect as a beginning salary in this occupation or career?

    C. Is there opportunity for advancement and what steps need to be taken to advance?

    D. Explain why you think this job will provide you with the lifestyle you would like to have in the future.

    E. What is the job outlook for your chosen occupation or career?

2. Explain what type of information you can access at the following cites and how it can be useful in a career search:

      A. The Illinois Career Resource Network

      B. The United State Department of Labor

Part Three: Completion
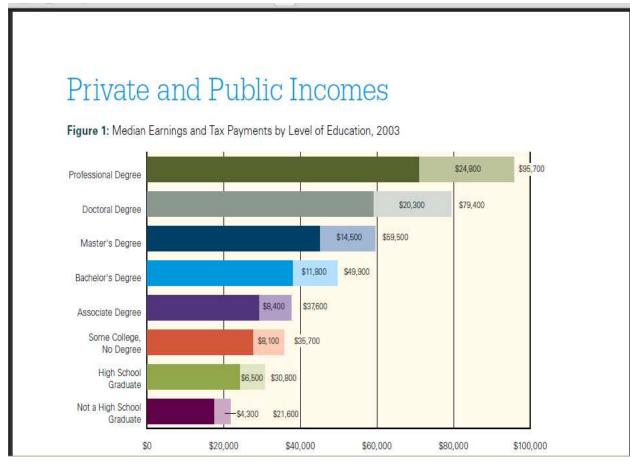
Using the words Career, Occupation and Job, fill in the blanks for the following sentences:

1. James' friend Claire knew she wanted a _____where she could give back to the community. She eventually settled into the _____of social worker, with a _____as a child advocate for the county.

2. Ella's friend Ben spent his entire _____in the health care industry. When he first started out he chose nursing as his _____and got a _____ as an emergency room attendant at the local hospital.

VM–A.

Private and Public Incomes

Figure 1: Median Earnings and Tax Payments by Level of Education, 2003

Level of Education		
Professional Degree	$24,800	$95,700
Doctoral Degree	$20,300	$79,400
Master's Degree	$14,500	$59,500
Bachelor's Degree	$11,800	$49,900
Associate Degree	$8,400	$37,600
Some College, No Degree	$8,100	$35,700
High School Graduate	$6,500	$30,800
Not a High School Graduate	$4,300	$21,600

Note: Includes full-time year-round workers age 25 and older.
Sources: U.S. Census Bureau, 2004a, PINC-03; Internal Revenue Service, 2004, Table 3; McIntyre, et al., 2003; calculations by the authors. The bars in this graph show median earnings at each level of education. The light-colored segments at the end of the bars represent the average federal, state, and local taxes paid at these income levels. The dark-colored segments show after-tax income.

- In 2003, the typical full-time year-round worker in the United States with a four-year college degree earned 49,900, 62 percent more than the $30,800 earned by the typical full-time year-round worker with only a high school diploma.
- Those with master's degrees earned almost twice as much, and those with professional degrees earned over three times as much per year as high school graduates.
- The typical college graduate working full-time year-round paid over 100 percent more in federal income taxes and about 82 percent more in total federal, state, and local taxes than the typical high school g graduate.
- Those who earned professional degrees paid over $18,000 a year more in total taxes than high school graduates.

Also important:
• All of the differences in earnings reported here may not be attributable to level of education. Education credentials are correlated with a variety of other factors including, for example, parents' socioeconomic status and some personal characteristics.
• While the average high school graduate might not increase his or her earnings to the level of the average college graduate simply by earning a bachelor's degree, careful research on the subject suggests that the figures cited here do not measurably overstate the financial return of higher education. (Ashenfelter et al., 1999; Card, 1999; Deschenes, 2001)

www.collegeboard.com/prod_downloads/.../**education**_pays_05.pdf

_____

LS–A. Student Worksheet Think/Pair Share Pair Career vs. job

Name_____

Purpose

The purpose of this activity is to allow students to brainstorm and establish a common definition for the terms Job and Career and also identify the effect education may play in both.

Materials

Paper, pencil, chart papers, markers

Procedure

1. *Place students in think/share pairs and allow them to brainstorm definitions for the following words: job, career. Their definition should include what they think the requirements for a career vs. a job would be and the time frame for both. They can create a chart similar to the table below.*

2. *After 5 minutes record their answers on chart paper and build consensus on the meanings of these words.*

3. *Then ask "Does education play a bigger part in one or another?" Allow discus*sion.

	Career	Job
Definition		
Requirements		
Time Frame		

LS–A. Teacher Answer sheet Think/Pair Share Pair: Career vs. job

Purpose

The purpose of this activity is to allow student to brainstorm and establish a common definition for the terms Job and Career and also identify the effect education may play in both.

Materials

Paper, pencil, chart papers, markers

Procedure

1. *Place students in think/share pairs and allow them to brainstorm definitions for the following words: job, career. Their definition should include what they think the requirements for a career vs. a job would be and the time frame for both. They can create a chart similar to the table below.*

   After 5 minutes record their answers on chart paper and build consensus on the meanings of these words.

2. *Then ask: Does education play a bigger part in one or another? Allow discu*ssion.

	Career	Job
Definition	A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals.	Job is an activity through which an individual can earn money. It is a regular activity in exchange of payment.
Requirements	Usually requires special training	Education or Special training may or may not be required
Time Frame	Long Term	Short Term

Career Assessment Tools

Directions: Below you will find a number of tools on line that you can use to assess your interests and abilities. Everyone must use the website listed in number 1. The websites listed in numbers 2 and 3 may be used to supplement the information you gathered in number 1.

1.   Use the American Career Resource Network site http://cte.ed.gov/acrn/cdmt/tool.htm to help determine your abilities, interests, needs and wants as they relate to your career search.   Work through the first four sections of the tool: Orientation, Engaging, Understanding, and Exploring.

2.   Use the Illinois Department of Employment Security Website to take an interest

Survey and choose a career path. Go http://www.ilworkinfo.com/icrn.htm and take the Interest survey by following the links: "Career Resources," "CIS Junior" and "Interest Survey."

3. Use the interest quiz at http://www.myfuture.com/toolbox/workinterest.html or the Tennessee Career Information Delivery System Interest Survey http://tcids.tbr.edu/interest_profiler.php

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CAREER INTEREST INVENTORY

Today's Date: _____

Do you already know what job you would like to have when you grow up?

❑ **Yes   What is it? _____**

❑ **No   Well, that's perfectly ok. You are about to have a chance to discover some of your options.**

Whether you know what you want to do or not, please take the career interest inventory below. By answering the next 60 questions, you will be able to either confirm your idea or identify some possible jobs for you based on your interests.

What's your career interest area?

For each item listed below, choose the activity you would rather do. It does not matter if you love them both or hate them both – you still must pick the one you would rather do, then **circle** it.

WOULD YOU RATHER:

1. B. study the weather

    E. coach basketball

2. J. write a book about something you like

    H. find out why someone is sick and take care of them

3 G. keep business records for a company

    B. solve pollution problems

4. A. design an office building

    C. work on a farm

5. D. fight fires

    G. use a calculator to add up how much a company makes each day

6.   G. help customers in a bank

       A. assemble or repair a car or the space shuttle

7.   G. run a telephone switchboard

       H. help people decide where to go on vacation

8.   E. scout baseball players for a minor league team

       G. deliver and distribute mail

9.   A. drive a truck/operate a forklift

       D. solve a burglary

10.   C. be in charge of replanting a forest

       D. supervise police officers

11.   G. create letters and spreadsheets for the president of a company

       H. cut and style hair

12.   A. assemble electronic parts for computers

       E. run a tennis camp

13.   K. teach school

       G. sell TV, radio or newspaper ads

14.   E. be in charge of timers at a track meet

       D. guard prisoners

15.   J. teach drama

       B. conduct chemistry experiments to test the strength of plastics

16.   C. train dogs

       D. be in charge of security for a company

17.   A. operate a bulldozer or other heavy equipment

       I. repair computers

18.   F. help someone unemployed find a job

       H. greet and help hotel guests

19.   H. be the host/hostess in a restaurant

       F. work with people in a mental health clinic

20.   I. write a computer program

E. keep score for a sporting event

21. C. manage a cattle ranch

J. teach art

22. B. do DNA testing on blood

D. give traffic tickets to law violators

23. A. prepare drawings using computer aided drafting (CAD)

G. show and sell houses and land

24. A. design mechanical and electrical systems for airplanes

G. sell cars

25. H. work as a flight attendant for an airline

K. hire people for a company

26. J. design a poster using a computer

D. guard money in an armored car

27. C. do surgery to cure a sick animal

B. do tests on blood in a medical laboratory

28. G. sell clothes or sporting goods

A. build a stereo from a blueprint

29. K. argue cases in front of a judge

I. develop a web page

30. H. collect tickets at a movie or play

E. referee a sporting event

31. A. weld parts together to build a missile

I. set up computer systems

32. K. be a TV newscaster

J. play a musical instrument

33. B. fill prescriptions in a pharmacy

F. help take care of elderly people

34. G. sell supplies to doctors

K. raise money for charity

35.   D. enforce fish and game laws

       K. work to get someone elected

36.   F. take care of children at a day care center

       E. teach aerobics

37.   J. take pictures for a newspaper or magazine

       A. use a machine to make a rocket part

38.   B. determine the age of fossils

       A. test and check products to make sure they were made correctly

39.   B. calculate the time it takes to fly to Mars

       I. test new computer programs

40.   H. do ladies nails

       D. be someone's bodyguard

41.   F. help someone with a personal problem

       H. serve meals to customers

42.   B. design medical equipment for a hospital

       I. design computer systems

43.   J. write for a newspaper

       K. buy/sell stocks in the stock market

44   C. take care of animals

       F. help the disabled

45.   H. help people lose weight

       F. be an emergency medical technician (EMT)

46.   I. link computers in an office

       B. study the planets

47.   K. run a department in a large company

       C. manage a fish hatchery

48.   J. model for an artist or photographer

       E. teach ice-skating

49.   I. surf the Internet

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J. design a new product that will be made in a factory

50.   K. coach a high school sports team

       E. teach swimming

51.   F. help feed people in a hospital

       H. drive a taxi

52.   B. test people to see if they need glasses

       C. do experiments with plants and animals

53.   I. teach computer classes

       K. be a politician

54.   D. check buildings for fire hazards

       F. run a health program

55.   C. operate a lawn care service

       D. make an arrest

56.   E. teach people to ski

       F. help patients make injured arms and legs stronger

57.   C. plant and trim trees

       E. operate a bowling alley

58   K. line up concerts for the Von Braun Center (VBC)

       I. troubleshoot computer problems

59.   J. draw and paint signs and billboards

       H. drive a limousine

60.   J. pick and announce the music for a radio station

       I. determine what computers a company should buy

CAREER INTEREST AREAS

The Career Interest Areas listed below can help you match your interest with possible careers. Each Career Interest Area has hundreds of occupations, some of which are listed in more specific categories within the area. Browse through them and see if anything interests you. For more information or a complete listing of occupations, refer to an <u>Occupational Outlook Handbook</u>. (See your counselor or librarian.)

MECHANICAL/INDUSTRIAL - Any career involved in the process of inventing and/or creating a product from raw material

- ❑ **Design/Engineering –** AutoCAD, architect, engineering
- ❑ **Production –** machinist, welder, quality control, shipping/receiving, electronics technician
- ❑ **Automotive –** paint & body, technician
- ❑ **Construction –** carpenter, plumber, electrician, brick mason, concrete finisher, sheetrock installer, heavy equipment operator

SCIENTIFIC – Any career which involves the art of proving or solving any natural existence or phenomenon.

- ❑ **Life –** biologist, surgical technician
- ❑ **Physical –** chemistry, meteorologist**,** pharmacist**,** environmental scientist,

PLANTS/ANIMALS – Any career involving caring for animals or working the land

- ❑ **Plants –** botanist, farmer, landscape technician, parks & recreation worker,
- ❑ **Animals –** veterinarian, fish & game warden, zoo keeper

PROTECTIVE – Any career in which you work to prevent/stop crime or guard people from harm, injury or attack

- ❑ **Law Enforcement –** policeman, state trooper, FBI, CIA, ATF
- ❑ **Fire –** fireman, investigator, dispatcher

PHYSICAL/PERFORMING – Any career revolving around the use of a person's athletic ability

- ❑ **Physical/Performing** – athlete, coach, trainer, scout, referee

HUMANITARIAN – Any career in which one cares for another person by assisting them either physically, emotionally or mentally

- ❑ **Medical –** doctor, nurse, emergency medical technician, physical therapy
- ❑ **Social Services –** counselor, sociologist, day care worker, minister

BUSINESS – Those careers that are necessary in all companies to manage money, hire staff, buy supplies, etc.

- ❑ **Operations –** human resources, accounting, purchasing
- ❑ **Retail/Wholesale –** customer service rep, stocker, visual merchandiser

ACCOMMODATING – Any career in which you meet a personal need, provide a service for or are willing to help others

- ❑ **Food & Lodging –** chef, waiter/waitress, host/hostess, concierge, caterer
- ❑ **Special Event Planners –** travel agent, convention/visitors bureau
- ❑ **Personal Services –** cosmetologist, manicurist, flight attendant

COMPUTER/INFORMATION TECHNOLGY – Any career in which you create or maintain computer hardware or software

- ❑ **Programmer –** software engineer, website developer, graphic artist
- ❑ **Network –** systems analyst, network administrator

ARTISTIC - Any career involving the use of creative juices to convey a message through picture, song or action

- ❑ **Art –** painting, sculpting, photography
- ❑ **Performing Arts –** dance, music, acting
- ❑ **Computer related –** graphic artist, website developer

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LEADING/INFLUENCING – Any career in which you affect how people vote, learn, spend, invest and live

- ❑ **Law –** lawyer, paralegal, judge
- ❑ **Financial –** banker, stock broker
- ❑ **Government –** politician, lobbyist
- ❑ **Education** – teacher, administrator, counselor
- ❑ **Non-Profit agencies –** fund raiser, event planner, marketing (Red Cross, United Way, Chamber of Commerce, Economic Development)

A										**Mechanical/Industrial**
B										**Scientific**
C										**Plants/Animals**
D										**Protective**
E										**Physical/Performing**
F										**Humanitarian**
G										**Business**
H										**Accommodating**
I										**Computer/Information**
J										**Artistic**
K										**Leading/Influencing**

STEP 1: Did you answer yes on page one (1) that you know what job you would like to have?

- ❑ Yes. Go to Step 2.
- ❑ No. Go to Step 3.

_____

STEP 2: Does your career on page one (1) match your Career Interest Inventory?

❑   No.   Go to Step 4.

❑   Yes.   Go to Step 5**.**

STEP 3: Based on the results chart above, locate your top interest area on page 5 or 6 and check the box that interests you the most. Go to Step 5 and write in your selection.

STEP 4: Based on the results chart above, locate your top interest area on page 5 or 6 and check the box that interests you the most. What is it? _____

What job did you say you wanted on page one (1)? _____ Between the two jobs you just listed, which one would you rather tour/shadow? Go to Step 5 and write in your selection.

STEP 5: What is your career choice? _____

Source: http://www.calhoun.edu/wd/inventory.html

LS–D Student Instructions

Career Investigations

When it comes to a career and educational planning, KNOWLEDGE IS POWER. The decisions you are making about your future are so important.

Based on the information you gathered from your interest and skills surveys you should have identified minimally two career choices that appear to be best suited to your interests. Now it is time to collect information about these careers.

You will use the Career Investigations worksheet to record the information you find. Be sure to indicate where you have found the information.

Here is a list of websites you can use to gather information on your career choices:

> http://online.onetcenter.org
>
> http://www.bls.gov/oco/
>
> http://www.acinet.org/explore/View.aspx
>
> http://mappingyourfuture.org/planyourcareer/careership/match_career.cfm

It may also be helpful to you to go back to the ACRN website (http://cte.ed.gov/acrn/cdmt/tool.htm) and work through the last four sections: Exploring, Evaluating, Acting, And Reflecting

LS–D Student Worksheet: **Career Investigations**

Name: _____

When it comes to a career and educational planning, KNOWLEDGE IS POWER. The decisions you are making about your future are so important.

Here is a list of websites you can use to gather information on your career choices

http://online.onetcenter.org

http://www.bls.gov/oco/

http://www.acinet.org/explore/View.aspx

http://mappingyourfuture.org/planyourcareer/careership/match_career.cfm

Be sure in each section you not only list your information, but also the source where you obtained your information.

IN EACH SECTION BELOW, LIST THE SOURCE WHERE YOU OBTAINED THE INFORMATION

Potential Career Being Researched:
Education/Training Required: Cite source:
Certification/Licensure Required? How do you obtain and maintain it?   Cite source:
Workplace options (What kinds of organizations and businesses can you work for?)

CHICAGO PUBLIC SCHOOLS | CPS

Curriculum Revitalization
career & technical education

DC DEPARTMENT OF COLLEGE
CP AND CAREER PREPARATION
CAREER AND TECHNICAL EDUCATION

Cite source:

Salary Information:
 	
   National:
 	
   State:
 	
   Local:
 	
Cite source:

Working Conditions (physical demands, environments, shift work, travel requirements, etc)   Cite source:
Attitudes, Temperaments, Physical and Personality Traits, Skills Needed: Cite source:

Future Outlook for Career:
 	
   Number of jobs available:
 	
   Percentage of growth:
 	
Cite source:

Related Occupations Requiring Similar Training: Related Occupations Requiring More Training:

Related Occupations Requiring Less Training:

Cite source:

How would this career affect or fit in with your future family plans?

Cite source:

Schools that offer the training needed for this career: *(for both schools, indicate how and when you could be admitted to the school and the specific program)*

1.

2.

Cite source:

Find at least 2 actual job openings for this career.

1.

 Company:

 Location:

 Position:

 Salary:

 Where was this listing found:

2.

Company:

Location:

Position:

Salary:

Where was this listing found:

Academic Assessment:

Career Choice Multimedia Presentation

Performance Standard 5C.I

Each student will have investigated two careers suitable for them and organized the information from the research to design and present a 3-4 minute oral, video or multimedia presentation that he has created accordingly:

Multimedia Oral Presentation

- *Developing the content of visual:* the visual consistently reinforces presentation of the topic, the visual consistently uses creative and diverse techniques of illustrating the information throughout the visual support mode, the visual consistently shows evidence of careful editing, proofreading, the visual is consistently sized and neatly designed to be clear and easy to understand, the visual support mode is consistently appropriate for age, maturity level, group size, and interest of audience.

- *Delivering the content :(student):* consistently uses proper public speaking techniques including maintaining eye contact, voice projection, clear delivery and appropriate language.

- *Focusing on the content*: student consistently communicates results of research clearly and accurately, student consistently uses good organization and provides supportive details from the research.

- *Documenting:* all sources are documented, including visuals, sounds and animations. Sources are properly cited both in-text/in-product and on Works Cited/Works consulted pages/slides or credits. Documentation is error free.

Procedures

1. *In order to apply acquired information, concepts, and ideas to communicate in a variety of formats (5C),* students should experience sufficient learning opportunities to develop the following:

   - Effectively communicates the intended message;

   - Engages the audience's interest;

   - Establishes and maintains a focus;

   - Organizes around a structure appropriate to purpose, audience, and context;

   - Elaborates ideas through facts, details, description, analysis, and narration;

   - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

2. The class will brainstorm with the teacher various ways of visually enhancing the presentation (this could include video, power point, skits, commercials, etc.).

3. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.

4. Students should be familiar with multimedia.

5. The student will be familiar with proper formatting of Works Cited/ Bibliography entries (e.g., APA, MLA) to be used in this project.

6. The student will develop proper Works Cited/ Bibliography entries for each acceptable source, using the designated format.

7. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Time Requirements

- Two or three class periods depending upon each student's project and availability of technology

Resources

- LS-B, LS-D Notes, , and other materials used for preparing the report

- Technology (e.g., PowerPoint etc.)

<div align="center">Research Project Rubric</div>

Career Choice Multimedia Presentation Instructions

Student Task Sheet

You have spent the past few days using various websites and worksheets to assess your interests, abilities and skills and then identifying two careers that suitably matched the results of these tools. Following your assessment, each of you identified one of those careers to research. Your research should have covered the following information:

- Education necessary

- Certification or licensure requirements and how this is obtained and maintained

- The types of organizations and businesses you could work for

- Salary information (national, state, local)

- Working conditions (physical demands, environments, travel)

- Attitudes, temperaments, physical skills needed.

- Future outlook (number of jobs currently available, potential growth in field)

- How this career fits into your future wants and needs

- Schools that offer training for this career

- Current job openings

Your task now is to take all the information you gathered for one (1) of your career choices and organize it into multimedia presentation. Your presentation may take several approaches: power point, video, slide show, commercial, skits, computer simulation, and animation. If you have an idea for another approach please see me to get approval.

Your presentations needs to be 3-4 minutes long, and should include all of the bullet points above in a creative way.

You will be required to turn in a works cited document with proper MLA documentation showing where your information was obtained.

_____

Scoring Rubric: Career Choice Multimedia Presentation   Name: _____ Date_____

☐ Exceeds   14 -16 points   ☐ Approaches   10 -11 points   ☐ Meets   12 -13 points   ☐ Begins 0- 9 points

	4	3	2	1
Developing the content of visual	• Visual consistently reinforces presentation of the topic. • Visual consistently uses creative and diverse techniques of illustrating the information throughout the visual support mode. • Visual consistently shows evidence of careful editing, proofreading. • Visual is consistently sized and neatly designed to be clear and easy to understand. • Visual support mode is consistently appropriate for age, maturity level, group size, and interest of audience.	• Visual usually reinforces presentation of the topic. • Visual usually uses creative and diverse techniques of illustrating the information throughout the visual support mode. • Visual usually shows evidence of careful editing, proofreading. • Visual is usually sized and neatly designed to be clear and easy to understand. • Visual support mode is usually appropriate for age, maturity level, group size, and interest of audience	• Visual occasionally reinforces presentation of the topic. • Visual occasionally uses creative and diverse techniques of illustrating the information throughout the visual support mode. • Visual occasionally shows evidence of careful editing, proofreading. • Visual is occasionally sized and neatly designed to be clear and easy to understand. • Visual support mode is occasionally appropriate for age, maturity level, group size, and interest of audience.	• Visual seldom/never reinforces presentation of the topic. • Visual seldom/never uses creative and diverse techniques of illustrating the information throughout the visual support mode. • Visual seldom/never shows evidence of careful editing, proofreading. • Visual is seldom/never sized and neatly designed to be clear and easy to understand. • Visual support mode is seldom/never appropriate for age, maturity level, group size, and interest of audience.
Delivering the content	• Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.	• Communicates ideas with proper voice projection. preparation and delivery.	• Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	• Great difficulty communicating ideas. • Poor voice projection. • Little preparation or incomplete work.
Focusing on the content	• Consistently communicates results of research clearly and accurately. • Uses good organization and provides supportive details from the research.	• Communicates results of research clearly and accurately. • Usually uses good organization and provides supportive details from the research.	• Occasionally communicates results of research clearly and accurately. • Occasionally uses good organization and provides supportive details from the research	• Seldom/never communicates results of research clearly and accurately. • Seldom/never uses good organization and provides supportive details from the research

Documenting	• All sources are documented, including visuals, sounds, and animations. • Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. • Documentation is error-free.	• Sources are documented with some care • Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. • Few errors noted.	• Greater care needed to be used in documenting sources. • Documentation was poorly constructed or absent.	• Little or no documentation was provided.
Score				