

NOTE: In the fall 2016, the standards/syllabus will be revised to align the current career development needs as it relates to the SC EEDA and the Individual Graduation Plans (IGP) process. Information about SC EEDA and IGP is available on the SCDE website at <http://ed.sc.gov/instruction/career-and-technology-education/programs-and-courses/cate-programs/education-and-economic-development-act-eeda/>.

## **INTRODUCTION TO CAREER CLUSTERS**

### **ACTIVITY/COURSE CODE: 2830**

#### **COURSE DESCRIPTION:**

This course is designed to provide middle schools with a course in which students are introduced to career possibilities in the sixteen national career clusters adopted by the South Carolina Department of Education. Students will have an opportunity to explore job tasks and career opportunities in each cluster while identifying pathways from high school to post-secondary education and the workplace. Students will learn skills needed for success in college and careers with relevance to academic standards. This course is exposure to help each student gain an understanding of careers in order to assist in the development of an initial Individual Graduation Plan (IGP) in the 8<sup>th</sup> grade.

**REQUIREMENTS:** Access to the Internet; computer labs preferred

**CREDIT(S):** n/a

#### **CERTIFICATION TO TEACH THE COURSE:**

Career and technology education (CATE) licensed teacher with Global Career Development Facilitator (GCDF) certification or middle-level licensed teacher with GCDF certification.

NOTE: A non-licensed teacher with GCDF certification only is acceptable for the 2014-15 school year. Beginning with the 2015-16 school year, CATE licensed or middle-level licensed teacher with GCDF certification is required.

#### **RESOURCES:**

[www.mysctextbooks.com](http://www.mysctextbooks.com)

(Subject Area: Career Education)

#### **CAREER AND TECHNOLOGY STUDENT ORGANIZATIONS:**

Business Professionals of America (BPA) is for students enrolled in business, finance, marketing, and technology programs that directly relate to the Business Management and Administration Career Cluster. [www.bpa.org](http://www.bpa.org)

DECA International is an association for high school students studying marketing, management, and entrepreneurship in the Marketing Career Cluster. [www.deca.org](http://www.deca.org)

Future Business Leaders of America (FBLA) is for students enrolled in business-related courses. FBLA is a valuable program within the business curriculum. [www.scfbla.org](http://www.scfbla.org)

Family, Careers, and Community Leaders of America (FCCLA) is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education. [www.fcclainc.org](http://www.fcclainc.org)

The National FFA Organization (FFA) makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education. [www.ffa.org](http://www.ffa.org)

HOSA is a student organization whose mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. [www.hosa.org](http://www.hosa.org)

SkillsUSA is a partnership of students, teachers, and industry working to ensure America has a skilled workforce by preparing students for careers in trade, technical, and skilled service occupations. [www.skillsusa.org](http://www.skillsusa.org)

The Technology Student Association (TSA), the only student organization devoted exclusively to the needs of middle and high school students interested in technology, is supported by educators, parents and business leaders who believe in the need for a technologically literate society. [www.tsaweb.org](http://www.tsaweb.org)

### **WEB SITES:**

Use Careers.Org to investigate more than 150,000 pages about online degrees and universities, jobs and occupations, and entrepreneurial opportunities. Find detailed information about hundreds of colleges and universities in the United States and abroad, along with in-depth profiles of thousands of related academic programs, occupations, and industries.

[www.careers.org](http://www.careers.org)

[www.careertech.org](http://www.careertech.org)

<http://knowitall.scetv.org/careerraise/index.cfm>

<http://www.sccango.org/>

<http://www.microburstlearning.com/>

Career Planning/Occupation Briefs.

[http://careerplanning.about.com/od/occupations/a/career\\_briefs.htm](http://careerplanning.about.com/od/occupations/a/career_briefs.htm)

### **Careers in Hospitality and Culinary Art**

<http://www.culinary-careers.org/culinary-information.html>

[http://starchefs.com/cooking\\_school\\_finder/html/](http://starchefs.com/cooking_school_finder/html/)

<http://www.culinary-institutes.com/>

<http://www.library.drexel.edu/resources/guides/bushospfoodjobs.html>

Culinary Arts and Food Science Career Guide. <http://www.khake.com/page30.html>

Culinary Arts Schools - Culinary Arts Careers

<http://www.educationcenteronline.org/Culinary-Arts/index.html>

Exploring occupations-careers. <http://www.umanitoba.ca/counselling/careers.html>

Lesson plans with links on careers to explore: <http://42explore.com/careers.htm>

<http://www.todaymilitary.com/military-careers>

There are hundreds of ways to make a living in the Military, and many of these careers provide the training and experience needed for a rewarding second career in the private sector.

NASA Quest – Women of NASA - This site was developed to encourage more young women to pursue careers in math, science, and technology. <http://quest.arc.nasa.gov/about/index.html>  
<http://women.nasa.gov/>  
[http://quest.arc.nasa.gov/projects/won/TODTWD/2002/4-25-02\\_helms.html](http://quest.arc.nasa.gov/projects/won/TODTWD/2002/4-25-02_helms.html)

National Environmental Education Foundation (NEEF) is the nation's leading organization in lifelong environmental learning, connecting people to knowledge they use to improve the quality of their lives and the health of the planet. <http://www.neetf.org/#programs>

GreenBiz Group's mission is to provide clear, concise, accurate, and balanced information, resources, and learning opportunities to help companies of all sizes and sectors integrate environmental responsibility into their operations in a manner that supports profitable business practices. [www.greenBiz.com](http://www.greenBiz.com)

O\*Net On Line - This large database provides information on occupations by title, Dictionary of Occupational Title code, or job families. There are links to America's Job Bank and others. Detailed profiles are given for each occupation. <http://www.onetonline.org/>

Occupational Outlook Handbook - Published by the US Bureau of Labor Statistics (BLS), the Occupational Outlook Handbook is a nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. Revised every two years, the Handbook describes hundreds of occupations (What They Do, Work Environment, How to Become One, Pay, and more). Each profile also includes BLS employment projections for the 2010–20 decade. <http://www.bls.gov/ooh/>

The Secretary's Commission on Achieving Necessary Skills (SCANS) - In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. <http://wdr.doleta.gov/SCANS/whatwork/whatwork.pdf>

S.C.'s own Career Information Delivery system (SCOIS) provides accurate and up-to-date educational and career information to S.C. schools and other sites. It gives educators an overview of the SCOIS Computer Information Database System as well as other career development materials available. <http://sccis.intocareers.org>

## **Introduction to Career Clusters**

UNIT A: Analyze how work relates to the individual and the family.

1. Identify good leadership and citizenship qualities.
2. Identify reasons people work.
3. Examine nontraditional careers and equal opportunities.
4. Analyze the expanding role of technology in the workplace.

UNIT B: Demonstrate the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) identified skills that promote success in the workplace.

1. Identify personal qualities (such as dependability, punctuality, self-management, etc.) that are needed to obtain and keep jobs.
2. Explain the importance of interpersonal relationship skills and teamwork in the workplace.

UNIT C: Explore career opportunities in the Agriculture, Food, and Natural Resources Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT D: Explore career opportunities in the Architecture and Construction Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT E: Explore career opportunities in the Arts, A/V Technology, and Communications Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT F: Explore career opportunities in the Business Management and Administration Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT G: Explore career opportunities in the Education and Training Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT H: Explore career opportunities in the Finance Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT I: Explore career opportunities in the Government and Public Administration Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT J: Explore career opportunities in the Health Science Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT K: Explore career opportunities in the Hospitality and Tourism Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT L: Explore career opportunities in the Human Services Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT M: Explore career opportunities in the Information Technology Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT N: Explore career opportunities in the Law, Public Safety, Corrections, and Security Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT O: Explore career opportunities in the Manufacturing Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT P: Explore career opportunities in the Marketing Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT Q: Explore career opportunities in the Science, Technology, Engineering, and Mathematics Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT R: Explore career opportunities in the Transportation, Distribution, and Logistics Career Cluster through research activities and other resources.

1. Research job tasks and career opportunities in this cluster.
2. Create and deliver a presentation on this cluster.

UNIT S: Investigate opportunities for developing leadership skills and expanding career knowledge and skills through Career and Technical Student Organizations (CTSOs).

1. Explore and summarize advantages of participation in the CTSOs: BPA, DECA, FBLA, FCCLA, FFA, HOSA, SkillsUSA, and TSA.

UNIT T: Analyze the relationship between self-awareness and career choices.

1. Discuss the relationship between personal lifestyles and careers.
2. Interpret assessment of personal interests, aptitudes, attitudes, learning styles, work values, multiple intelligences, personality, and abilities as they relate to personal goal setting and the career decision-making process.

UNIT U: Develop a brief career portfolio to include items required by the teacher.

1. Choose an occupation related to a career inventory or assessment.
2. Develop a synopsis of education requirements and skills needed in the chosen occupation.
3. Summarize job shadowing or other job observations for the chosen occupation.
4. Include other items for the portfolio as required by the teacher.