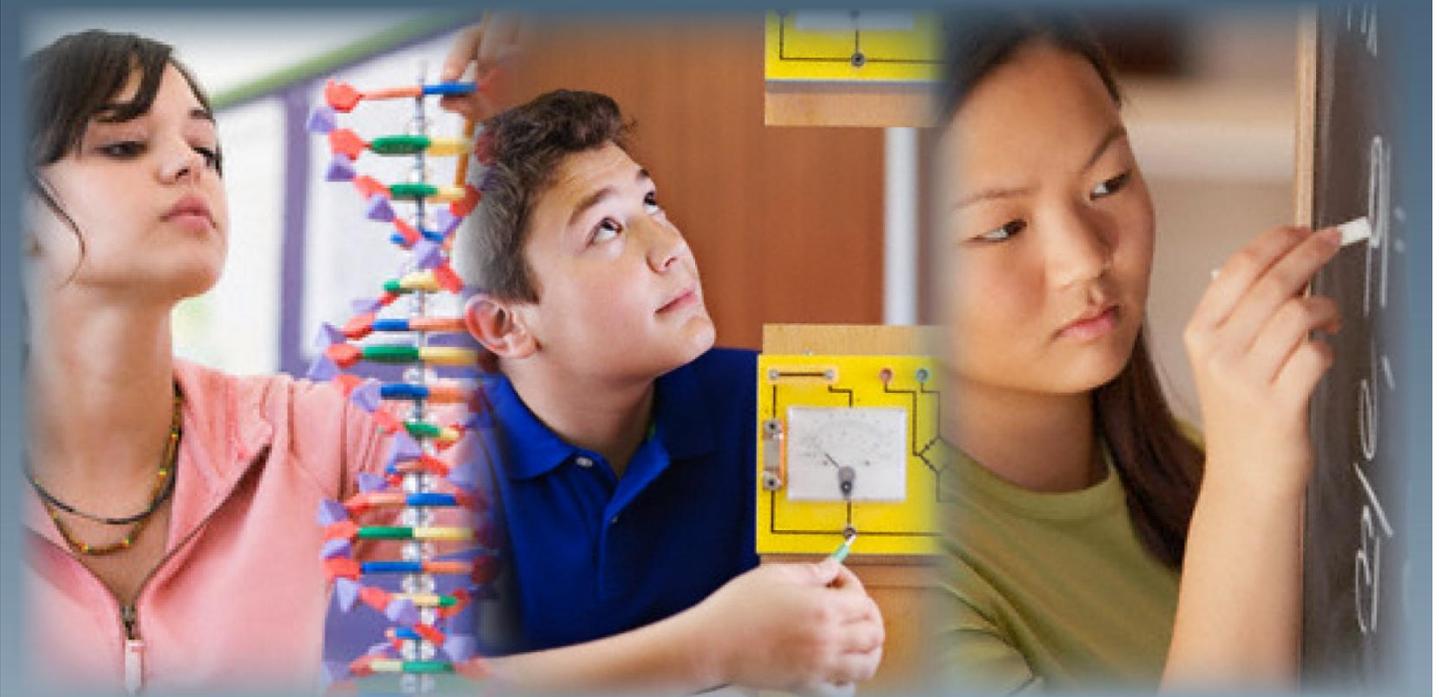


Middle School

Curriculum for Careers **G4C**

Supporting the Nebraska Career Education Model



www.nde.state.ne.us/nce/c4c/

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Getting Started

Introduction

To increase student achievement and prepare students for life-long success, the Nebraska Career Education (NCE) mission, in alignment with the Nebraska Department of Education, recommends a career development process that begins in the elementary grades and continues throughout the lifespan. This career development process includes *awareness, exploration, preparation, application* culminating in life-long career management.

The Nebraska Career Education Model provides a common vision and common language for all statewide partners as they work together to impact global economic competitiveness of Nebraska in the 21st Century. This model, used by Nebraska business, industry, education, government agencies, and private partners, serves as the curriculum framework for enabling students to explore potential learning, earning, and living goals.

This curriculum focuses on the unique academic, personal, and social needs of middle school learners, providing opportunities for them to explore career clusters while developing essential knowledge and skills applicable to all career fields. Our goal was to include engaging opportunities for students to discover career possibilities and how these possibilities align with their personal goals and interests.

The Nebraska Department of Education periodically updates additional resources for this program. The most up-to-date materials for C4C may be found on the Department's websites:

www.education.ne.gov/nce/c4c/

and

www.education.ne.gov/cared/

Middle School Careers Course Goals

Students who participate in the Middle School Careers course will:

- explore and understand the framework of the Nebraska Career Education Model
- understand the Essential Knowledge and Skills and how they apply to each cluster and to educational and career success
- express the purpose of, develop and use components of the Personal Learning Plan (PLP)
- participate in career exploration activities
- access and utilize different types of career information
- recognize the variety of postsecondary options available

Middle School Careers Course Objectives

1. Students will explore and understand the framework of the **Nebraska Career Education (NCE)** model.
 - 1.1. Students will be able to differentiate between career fields, clusters and pathways on the NCE model.
 - 1.2. Students will be able to identify compositions of career clusters and the relationship to the career field.
 - 1.3. Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities and career clusters.
2. Students will understand the **Essential Knowledge and Skills** and how they apply to each cluster and to educational and career success.
 - 2.1. Students will be able to make connections between personal strengths/interests and [work] careers.
 - 2.2. Students will be able to define, identify and demonstrate the Essential Knowledge and Skills
 - 2.3. Students will be able to evaluate their own Essential Knowledge and Skills in relationship to their goals for learning, earning and living
 - 2.4. Students will be able to describe extended learning opportunities that will help build their Essential Knowledge and Skills
3. Students will express the purpose of, develop and use components of the **Personal Learning Plan (PLP)**.
 - 3.1. Students will be able to understand the purpose of a Personal Learning Plan.
 - 3.2. Students will be able to use information gathered from the career field/cluster model, Essential Knowledge and Skills, career exploration, and goal setting to develop a PLP.
 - 3.3. Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes.
 - 3.4. Students will be able to follow the Personal Learning Plan when registering for classes.
4. Students will participate in **Career Exploration** activities.
 - 4.1. Students will be able to list and understand a variety of extended school-based and community-based learning options to explore careers.
 - 4.2. Students will be able to participate in a career exploration activity involving a professional contact.
5. Students will access and utilize different types of **Career Information**.
 - 5.1. Students will be able to utilize technology to access career information.
 - 5.2. Students will be able to utilize printed material to access career information.
 - 5.3. Students will be able to talk to people to access career resources.
6. Students will recognize the variety of **Postsecondary Options** available.
 - 6.1. Identify, compare and contrast postsecondary education options (cost, prerequisites, time required).
 - 6.2. Identify postsecondary options in relationship to the career clusters.

Icon Guide

Icon

Purpose



Nebraska Career Connections

*Log on to the website at

www.NebraskaCareerConnections.org



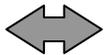
Talking Points

*Information by the microphone includes factual information for teachers to share with students or discussion starters.



Essential Knowledge and Skills

*Make a point to reference the Essential Knowledge and Skills circle in the center of the Nebraska Career Education (NCE) Model.



Cluster Connections

*Make a point to directly show students how careers can overlap one or more cluster areas.



Student Notebook

*This activity should be done in the student notebook, which serves as a place for students to continuously process their learning throughout the course.



CALS

*Students should complete a related section of the Career and Life Skills assessment.

Lesson Plan Guide

Lesson Description	Approx. Length	Materials Needed	Guest Speakers
<p>Introduction to Career Exploration: <i>Welcome Career Explorers</i> In this lesson students will learn why career exploration is important and fun by planning their personal “career roadmap,” researching careers, and discussing the differences between a job and a career</p>	3 class periods	Poster board Markers Old magazines Copies of handouts Computer applications	Speakers from a variety of career fields
<p>Introduction to Nebraska Career Education Model: <i>Piecing Together the Cluster Model</i> In this lesson students will move around the room to depict the organizational framework of the Nebraska Career Education Model. Students will be guided in discussion to understand the difference between Essential Knowledge and Skills, career fields, and career clusters. Students will also be guided to understand that as they are representing a piece of the model there are people who work in careers found in the different fields and clusters on the model and that those people use Essential Knowledge and Skills in those careers.</p>	2 class periods	Nebraska Career Education Model overhead NCE model cut into sections Essential Knowledge and Skills Career fields Career Clusters	N/A
<p>Career Cluster Word Map—Supplemental Introductory Activity In this lesson students will obtain information about the key descriptions and definitions of a career cluster. Students will study the composition of a career cluster and then draw a picture representing what they know about career cluster composition. This activity can be used with teaching any of the sixteen career clusters.</p>	1 - 2 class period	“Career Cluster World Map” activity sheet	None

<p>EKS Lesson/CALS Assessment In this lesson students will be introduced to Essential Knowledge and Skills and the Career and Life Skills (CALs) Assessment. Students will be assessed separately throughout the career exploration class in the nine Essential Knowledge and Skills sections and will complete their self assessment by the end of the course.</p>	1 class period	NCC website Copies of handouts	N/A
<p>Agriculture, Food, and Natural Resources: <i>Mission APA: Agricultural Pizza Adventure</i> In this lesson students will learn about the diversity of this career cluster by creating a new pizza product, product package, and commercial in the form of a skit. They will discuss the scope of the industry and explore the variety of careers through a series of sketches.</p>	5 class periods	Paper Markers Assorted small boxes pizza boxes Assorted paper to cover boxes High School course catalog	N/A
<p>Arts, Audio/Visual Technology and Communications: <i>Explore the Arts!</i> Students will explore the career cluster of Arts, Audio/Visual Technology, and Communications while learning key concepts of exploring careers through use of community resources such as exploratory interview, job shadowing, internship, apprenticeship, service learning, mentoring and cooperative program.</p>	4 class periods	Copies of handouts Paper Internet access Projector NCE model Note cards Rubric	N/A
<p>Information Technology: <i>“Back to the Future” - Information Technology</i> In this lesson students will investigate the role of technology in society, the information technology career cluster and pathways, and entrance requirements for post secondary options. Students will assess their current skill level in information technology application.</p>	4 class periods	Copies of handouts Internet access PowerPoint or other software	School IT professional Media specialist Students in IT class

<p>Transportation, Distribution, and Logistics: <i>How Do I Want To Travel</i> In this lesson students will explore the Transportation, Distribution, and Logistics Career Cluster by researching different types of transportation and designing their own mode of transportation. Students will use the Universal Systems Model in understanding transportation systems.</p>	4 - 5 class periods	Internet access Paper White board/chalk board Poster paper Systems Model transparency	N/A
<p>Architecture and Construction: <i>Habitat for Humanity House Presentation</i> In this lesson students will get first-hand knowledge from a guest speaker on what it takes to build a structure from design to finish. They will then be given an opportunity to design a home for Habitat for Humanity and build a model of it taking it through the entire process that would be completed by an architecture firm. This will include drawing floor plans and presenting their design to the client (class). It will require them to use both visual and oral communication skills.</p>	5 class periods	Graph paper 2” strips of cardboard X-acto knife Hot glue and glue Poster board Cutting surface “Reflection” activity sheet	Supervisor from the architecture/construction industry or Anyone with a knowledge of the entire industry
<p>Manufacturing: <i>What is the DOT?</i> In this lesson students will discover careers and pathways in the Manufacturing career cluster, identify essential knowledge and skills needed in this cluster, create a list of print resources which would be helpful in researching career information, and practice working with a team member while constructing a file card “car”.</p>	4 class periods	Career Education chart Checklist “What skills”.... Activity sheet with resources A place to take notes NCC website	Nebraska Workforce Development presenter or local group of manufacturing supervisor, dispatcher, design engineer, safety coordinator and library/media specialist
<p>Science, Technology, Engineering and Math: <i>Designing with S.T.E.M.</i> In this lesson students will begin by receiving information on the design process, its components and its relationship to many other problem solving processes. They will then have the opportunity to implement the design process. After completing the design process on their own, students will be taught how it relates to most careers in the STEM cluster. Students will then create a profile on that career by researching it on the internet. Note-taking versus plagiarism will be discussed before the research begins. Students will present their profiles to the class.</p>	4 class periods	15 textbooks (any type) Tape Scissors Papers Internet access Copies of handout	N/A

<p>Health Science: <i>What's my "role"?</i> In this lesson students will research the health science career cluster, review essential knowledge and skills, investigate career opportunities in the health science cluster, interview school organization sponsors and officers to investigate skills developed within these organizations, prepare and present role play situations to display well developed essential knowledge and skills needed in the health science career cluster.</p>	4 class periods	NCE model NCC website List of school organizations List of career clusters School organization sponsors/officers List of questions	Field trip to local nursing home Panel of healthcare professionals Panel of school organization sponsors or officers
<p>Law, Public Safety & Security: <i>What's right? What's wrong? Getting to Know the Law, Public Safety & Security Career Cluster</i> In this lesson students will think about ethics and legal responsibilities and how the law affects them. They will be introduced to the definition of ethics & legal responsibilities and will participate in discussions about examples of positive & negative behaviors on the job and the impact of those actions on one's job and in other areas of their lives. They will identify an example ethical or legal responsibility problem for an assigned cluster and decide how to respond to a situation with feedback from the class and teacher. Students will evaluate their own skills in the area of ethics and legal responsibilities by completing the CALS assessment. Students will then explore the Law, Public Safety and Security Career Cluster. They will be using phone books to locate individuals/businesses/agencies that practice the Career Specialties of this Cluster. Students will make a visual representation of the cluster for display.</p>	4 class periods	Copies of activity sheets Copies of handouts Internet access Index cards Copies of telephone books Old magazines Poster board or construction paper Glue Markers Paper Tape	Human resource managers Owners of local businesses Lawyers Law enforcement Supervisors Managers Have students pinpoint areas of interest and invite them to class for a panel discussion on careers

<p>Government and Public Administration (G&PA): “There Ought to Be a Law”</p> <p>In this lesson students will be introduced to the Government and Public Administration Cluster and review the Pathways and Essential, Knowledge and Skills associated with the cluster. Students will view the videos, Sample Learning Plan, and school and community extended learning activities that lead to preparation for a career in this Cluster through the use of Nebraska Career Connections (NCC), as well as become familiar with the military as an option for training after high school. A concentration on the Employability and Career Development section will be discussed and evaluated.</p>	4 class periods	<p>List of government officials Internet access Copies of activity sheets</p>	<p>City mayor State senator Economic development director County officials Military recruiter A presentation on the Close-Up program if available</p>
<p>Human Needs: Met Through the Human Services Cluster</p> <p>In this lesson students will explore the Human Services career cluster by looking closer at the pathways and career specialties and identifying the human needs that the pathways meet. They will be using phone books to locate individuals, businesses, and agencies that practice the career specialties of this cluster. Student groups will write public service announcements for the pathways in the Human Services cluster.</p>	3 class periods	<p>Multiple telephone books Copies of all activity sheets Internet access</p>	<p>Have students pinpoint areas of interest and invite them to class for a panel discussion</p>
<p>Education: Looking Beyond the Classroom</p> <p>In this lesson students will learn about the Education and Training career clusters by brainstorming all the different people who work in the various aspects of schools. They will use teamwork and critical thinking to gather information to design a new school.</p>	4 class periods	<p>Copies of activity sheet Access to internet</p>	<p>Education cluster professional(s): Principal, District office staff, teacher, nurse, counselor, etc.</p>
<p>Exploring My “Market”: Marketing, Sales, Service Cluster</p> <p>In this lesson students will utilize the NCE model to identify careers and pathways in the Marketing cluster, discover a variety of extended learning opportunities within the school and their community, and identify the Essential of Knowledge and Skills necessary in the Marketing career cluster.</p>	4 - 5 class periods	<p>List of school organizations List of numerous professional community business resources List of career clusters Interview questions Personal Learning Plan</p>	<p>Store manager Retail sales specialist On-line or print marketing specialist Warehouse manager Market research specialist</p>

<p>Takin' Care of Business: Business, Management, and Administration Cluster In this lesson students will identify the Essential Knowledge and Skills concept of safety, health, and the environment in this cluster through an optional guest speaker and help wanted advertisements.</p>	4 class periods	NCE model printouts Articles on safety, health and environment Journal prompt Advertisement examples Internet access Projector Copies of speaker handouts	Speaker from the community in business, management or administration career
<p>Vacation Time!: Hospital and Tourism Cluster In this lesson students will use their creativity to create a travel brochure for their hometown. They should be able to discuss information on housing, transportation, attractions, dining and temperature. Students will discuss the many careers that would have gone into making the brochure in real life, as well as the careers that are needed for someone to enjoy their vacation.</p>	5 class periods	Art supplies Old magazines Sample travel brochures List of hospitality and tourism businesses and management in the community or surrounding area	Optional: Travel agent Hotel manager Restaurant proprietor Event planner Banquet planner, chef Chamber of Commerce Advertising professionals
<p>Show Me the Money! Finance Cluster In this lesson students will explore the finance career cluster by looking at trends. They will transfer work trends learning to their own career cluster.</p>	4 class periods	Printed resources or Internet access to one of the following: <ul style="list-style-type: none"> • NCC Website • Occupational Outlook Handbook • Career Cruising or NCIS 3 x 5 note cards Copies of activity sheets	Optional: Finance professional Ban loan officer Personal banker Accountant or accounting clerk Auditor Financial analyst Actuary Insurance claims or underwriter
<p>Interest Test In this lesson students will be introduced to the concept of interest testing and how the use of such assessments can help them narrow their career cluster choices. Students will complete the Kuder Career Search with person Match and interpret their results identifying three clusters of high interest and any Person Matches that are of interest to them.</p>	2 class periods	Instructions for complete the Kuder Career Search Instruction sheets for login Computer with internet access	Optional: Guidance Counselor

<p>Personal Learning Plan (PLP) In this lesson students will use various resources to develop a PLP that shows their choice of career field and career clusters, course selections for at least grades 9-12, and activities they wish to participate in.</p>	<p>6 class periods</p>	<p>Personal information High school graduation requirements Plans of study School course catalogs Copies of activity sheets Copies of handouts List of courses for grades 0-12</p>	<p>School counselor(s) Senior students</p>
<p>Where Do I Go From Here In this lesson students will create a small book to demonstrate what they would like to do in their future.</p>	<p>4 class period</p>	<p>Colored paper (8 ½ x 11) Markers Colored pencils</p>	<p>N/A</p>

Career Cluster Chart by Lesson

		Agriculture, Food, & Natural Resources	Arts, Audio/Visual Technology & Communications	Information Technology	Transportation, Distribution & Logistics	Architecture & Construction	Manufacturing	Science, Technology, Engineering & Mathematics	Health Science	Human Services	Education & Training	Law, Public Safety & Security	Government & Public Administration	Finance	Marketing, Sales & Service	Business Management & Administration	Hospitality & Tourism
Lesson Title	Welcome Career Explorers!																
	EKS Lesson/CALS																
	Piecing Together the Cluster Model	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	Mission APA: Agriculture Pizza Adventure	X													X		
	Explore the Arts!		X														
	Back to the Future			X													
	How Do I Want to Travel?				X												
	Habitat for Humanity House Presentation					X				X						X	
	What is the DOT?						X										
	Designing with S.T.E.M.							X									
	What's My "Role"?								X								
	What's Right? What's Wrong?											X					
	There Ought to Be a Law												X				
	Human Needs									X							
	Education--Looking Beyond the Classroom										X						
	Exploring My Market														X		
	Takin' Care of Business															X	
	Vacation Time!									X					X		X
	Show Me the Money													X			
Interest Test																	
Personal Learning Plan																	

Lessons Cross-Referenced by Essential Knowledge & Skills

		Essential Knowledge and Skills											Career Concepts			
		Employability	Ethics	Systems	Teamwork	Career Development	Problem Solving	Critical Thinking	Information Technology Application	Legal Responsibilities	Communication	Safety, Health and Environment	Technical Skills	Extended Learning Opportunities	Postsecondary Options	Career Research
Lesson Title	Welcome Career Explorers!					X				X						
	EKS Lesson/CALS Assessment	X	X	X	X	X	X	X	X	X	X	X				
	Piecing Together the Cluster Model				X		X	X		X						
	Mission APA: Agriculture Pizza Adventure				X		X	X		X						X
	Explore the Arts!				X								X			X
	Back to the Future				X				X	X					X	
	How Do I Want to Travel?			X	X			X	X				X			X
	Habitat for Humanity House Presentation				X			X		X				X	X	
	What is the DOT?				X											X
	Designing with S.T.E.M						X	X							X	X
	What's My "Role"					X								X		
	What's Right? What's Wrong?		X							X		X				X
	There Ought to Be a Law	X													X	
	Human Needs				X		X	X				X				X
	Education—Looking Beyond the Classroom				X			X	X		X				X	X
	Exploring My Market						X	X						X		
	Takin' Care of Business				X						X					X
	Vacation Time!										X			X		
Show Me the Money	X			X	X			X		X					X	
Interest Test						X									X	
Personal Learning Plan					X	X		X		X			X	X		

Objectives Chart by Lesson

		Objectives																	
		1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	6.1	6.2
Lesson Title	Welcome Career Explorers!													X			X		
	EKS Lesson/CALS Assessment						X												
	Piecing Together the Cluster Model	X																	
	Mission APA: Agriculture Pizza Adventure		X	X											X	X			
	Explore the Arts!	X	X	X		X		X					X	X	X	X	X		
	Back to the Future	X		X															X
	How Do I Want to Travel?		X																
	Habitat for Humanity House Presentation	X			X	X												X	X
	What is the DOT?						X			X						X			
	Designing with S.T.E.M.		X													X		X	X
	What's My "Role"?						X	X		X					X	X	X	X	
	What's Right? What's Wrong?	X				X	X	X								X			
	There Ought to Be a Law		X			X												X	X
	Human Needs		X		X											X			
	Education-- Looking Beyond the Classroom			X		X									X			X	X
	Exploring My Market						X	X						X	X				
	Takin' Care of Business	X			X	X								X		X	X	X	
	Vacation Time!		X												X			X	X
	Show Me the Money			X												X	X		
	Interest Test				X											X			
Personal Learning Plan								X	X	X	X								
Where Do I Go From Here?				X		X												X	

Middle School Career Courses

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Lesson Title: Welcome Career Explorers!

Career Cluster: N/A

Essential Knowledge & Skills: Career Development / Communication

Career Concepts: N/A

Summary: This lesson is an introductory lesson for the course therefore is very basic. Students will learn why career exploration is important and fun by planning their personal “career roadmap,” researching careers, and discussing the differences between a job and a career with a guest speaker.

Course Objectives:

4.2 Students will be able to participate in a career exploration activity involving a professional contact.

5.3 Students will be able to talk to people to access career resources.

Lesson Objectives:

Students will...

- Describe why career exploration is important and fun.
- Describe the scope of career options.
- Distinguish between a job and a career.

Time: Three class periods

Required Materials: Poster board, markers, old magazines that can be cut from, copies of “The Roadmap of My Life” activity sheet, copies of “Career Dive-In” activity sheet, computer lab with internet access to www.NebraskaCareerConnections.org.

Optional Resources: N/A

Guest presenters: (optional) Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of career exploration. Speakers should be knowledgeable about career opportunities and are charismatic. Speakers should also be able to discuss the difference between jobs and careers. Suggestions for speakers: Extension educator, veterinarian, police officer, school board member, etc. Speakers should be sent “Guidelines for Career Guest Speakers” found in the supporting document section.

Optional activity: Videotape the guest presenters, with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

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

Lesson Components

1. Describe why career exploration is important and fun.
 - a. Have students share their roadmaps with the class (or with a neighbor if time is running short). Explain that what they have just created is a roadmap that outlines where they are and what goals they have. They will use this road map through the class to see where it will take them. They may choose to change their maps at anytime through the course since this is all about them! (May be a good idea to look at roadmaps at the end of the course to see if students would make any changes.)
 - b. Have a discussion with students about the importance of thinking about careers now rather than when they start high school. Ask students if they have talked about future jobs. If they have talked about jobs before, with whom have they talked?
 - c. Hang the posters up in the room. If space permits, leave them up for the course. Allow students to change their roadmaps when they feel it necessary throughout the course.
2. Describe the scope of career options.
 - a. Have students register to the Nebraska Career Connections website. Use the worksheets in the Supporting Documents to help you do this.
Note to teacher: if you are not familiar with the Nebraska Career Connections website, it would be beneficial to explore before students.
 - b. Have students log-on to www.NebraskaCareerConnections.org and click on “Career Specialties”. This will take you to the Career Search page. Here they will find an alphabetical listing of nearly 1,000 career options. Using the “Career Dive-in” activity sheet, have students find information about three unique careers that start with the letter of the alphabet that you assign them. Assign letters of the alphabet to the students depending on your classroom size. *Be aware that certain letters contain only two listings, i.e. the letter J. (*Option:* Could let the students choose the careers themselves.)
 - c. After ample time, have students highlight and describe to the class the career they were most surprised to see on the list. Discuss with students the variety of career options available and that they should be open to changing their “roadmaps” as they progress through the course.
 - d. Explain what they have just completed was a “random” approach to career exploration. They have just chosen random careers and found out a little information about each. That approach is, unfortunately, how most people find careers. Explain to students there is a better way! This course is designed to take a



look at careers from a different perspective which will better prepare you for life after high school.

- e. *Note to the teacher (important to keep in mind throughout curriculum):* This curriculum is designed to take middle school students to the **career cluster level**; rarely will students delve to the career specialty (job) level. The rationale is that going this deep too often will **limit** the careers that students are willing to explore. Emphasize to students they need to be open to career clusters they may not immediately associate with themselves.
3. Distinguish between a job and a career
 - a. *Preferred option:* Invite an engaging guest speaker or a panel of professionals to speak to the class. Attempt to find a qualified and interesting professional to speak on the topic of career vs. job. Provide the talking points listed below to the speaker(s). Have students write thank you notes to the speaker following the presentation.
 - b. *Alternative Option:* Write “Career” on one end of the chalkboard and “Job” on the other. Have all students stand and write one to three words under both headings that they associate with the respective words. When all are re-seated, review the words and start a discussion using these talking points.
 - Career is often thought of as long term.
 - Jobs are thought of just as a source of income.
 - Careers take into account a person’s life goals (refer to their roadmaps).
 - Jobs oftentimes do not offer significant advancement opportunities.
 - Careers can bring a sense of passion to your work.
 - Jobs can be considered a ‘means to an end,’ something you have to do to get something you want.
 - The root of the word job is an Old English word that means “lump”.
 - The root of career is from two Middle French words meaning “car” and “street” (relate back to their roadmaps).



Lesson Closure

Give students the big picture of where the course will go. Let the students know they will talk about how careers are organized, explore the concept of career clusters, build their employability skills, focus their career options, and have fun.

Essential Knowledge and Skills Connection *(Do this activity only if you have introduced the EKS before this activity.)*

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

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

- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize EKS used in this lesson connected to home, school, and work.

Formative Assessment



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

The Roadmap of My Life...

Name _____

Create a roadmap that contains all of the following about where you are and where you want to be in the future. You may draw pictures, use words, or cut out pictures from magazines to help you. Be creative and truly demonstrate who you are! Make it good as you will have to explain it to others.

Include the following in your poster:

About me now:

- What school subjects do you excel in?
- What subjects do you want to improve in most?
- What activities are you involved in at school or in the community?
- Who are two people you talk to about what you want to do in the future? (Cannot both be parents)
- What are you considering doing after you graduate from high school? (job, college, military, etc.)

About my future:

- Where you want to live (state, region, and city)?
- What size of town/city you want to live in/near?
- What your work schedule would be? (nights, M-F, weekends, days, etc.)
- What working environment would you like? (indoors, outdoor, etc.)
- Who do you want to work for? (a company or yourself)
- How much money do you expect to make?
- What career area or areas do you want to work in? (business, teaching, construction, etc.)

Career Dive-in!

www.nebraskacareerconnections.org

Name _____

Find two - four careers for the letter(s) assigned to you by your teacher and find the most unique careers for that letter. Find the required information:

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

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

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

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

Rubric for the Roadmap of My Life

Name: _____

	Beginning – 1 pt.	Proficient – 2 pt.	Advanced – 3 pt.
Required Information	Four or more pieces of required information are not present.	Two or three pieces of required information are not present.	All of the following required information is present:
Attractiveness	The roadmap is distractingly messy or very poorly designed. It is not attractive.	The roadmap is acceptably attractive though it may be a bit messy.	The roadmap is exceptionally attractive in terms of design, layout, and neatness.

Total Points _____

Lesson Title: Piecing Together the Cluster Model

Cluster: All sixteen clusters are addressed or introduced

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

Career Concepts: N/A

Summary: Students will move around the room to depict the framework of the Nebraska Career Education Model. Students should be guided in discussion to understand the composition of career clusters model; including Essential Knowledge & Skills, specialties, pathways, clusters and fields. There are people who work in careers found in the different fields and clusters on the model and those people use Essential Knowledge and Skills in their careers.

Course Objectives:

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

Lesson Objectives:

Students will...

- Identify the organizational structure of the Nebraska Career Education Model.
- Illustrate the placement of career fields, clusters and the Essential knowledge and skills.
- Demonstrate the connection between career fields, clusters and the Essential knowledge and skills.
- Recognize the importance of understanding the organizational structure of the Nebraska Career Education Model.

Time: Two class periods

Required Materials: Nebraska Career Education Model overhead transparency, Essentials Knowledge and Skills, career fields, career clusters, glossary of terms, index cards with career specialties, posters with career pathways

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

Guest presenters: N/A

Content and Teaching Strategies:

Anticipatory Set

Define Cluster. "Group of things put together because they are alike in some way." Guide students to come up with clusters they are familiar with by giving examples, such as, Broncos, Dolphins, Patriots, etc. =NFL football teams. Ask volunteers to suggest more clusters.

Give students 5 index cards. Instruct them to write the name of a cluster they are familiar with on one side and the parts of the cluster on the reverse side. The objective is to stump the class.

Students will take turns presenting their cluster by giving the components to see if others can guess the name of the cluster.

Now define “Career Clusters”. (See glossary of terms)

Lesson Components

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



Optional Activity:

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

Lesson Closure

Using the overhead transparency show a picture of the Nebraska Career Education Model to the students. Ask them to identify what section they represented in the poster activity. Review over the remaining clusters with the whole group.

Essential Knowledge & Skills Connection

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

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

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

Formative Assessment

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

Transparencies

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Environmental and
Agricultural Systems

*Business, Marketing,
and Management*

*Communication and
Information Systems*

*Human Services and
Resources*

*Industrial, Manufacturing,
and Engineering Systems*

Health Sciences

Agriculture, Food, and Natural Resources

Marketing

Finance

Business Management and Administration

Hospitality and Tourism

Arts, A/V Technology, and Communications

Information Technology

Law, Public Safety, and Security

Human Services

Government and Public Administration

Education and Training

Manufacturing

Transportation, Distribution, and Logistics

Science, Technology, Engineering, and Mathematics

Architecture and Construction

Health Sciences

Lesson Title: Career Education Model Word Map Activity

Cluster: This lesson plan can be used with any of the teaching of any of the clusters.

EKS: Systems, Critical Thinking, Communication

Career Concepts: N/A

Summary: In this lesson students will obtain information about the key descriptions and definitions of a career cluster. This activity can be used with teaching any of the sixteen career clusters.

Course Objectives:

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

Lesson Objectives:

Students will...

- Identify a career cluster.
- Relate in their own words what they believe the cluster to mean or involve.
- Obtain information about the compositions of a career cluster.
- Restate in their own words key compositions of a career cluster.
- Draw a picture representing what they know the key compositions of the career cluster to be.

Time: Two class periods

Resources: Nebraska Career Education Model framework

Guest presenters: None

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

Content and Teaching Strategies:

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

Lesson Components

1. Hand each student a “Career Education Model Word Map” activity sheet.
2. Assign a career field and cluster to each of the students.
3. Go to the Nebraska Career Connections website and search the cluster that was assigned.

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

Optional activities

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

Lesson Closure

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

Essential Knowledge and Skills Connection

The components of this lesson emphasize **systems, critical thinking, and communication**. Choose one of the following activities to help students connect the lesson with their own development of EKS: Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a personal strength to enhance or weakness to improve.

Formative Assessment:

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

Career Education Model Word Map

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Career Education Model Word Map

Name _____

Career Field	Career Clusters	Career Pathways	Career Specialties
_____	_____	Pathways Available: _____ _____ _____	Pathway chosen _____
_____	_____	_____	Specialty _____
_____	_____	_____	1. Description:
_____	_____	_____	2. Income:
_____	_____	_____	3. Jobs available at each level of education:
_____	_____	_____	4. Helpful high school courses:
_____	_____	_____	5. Suggested activities: school, community, home:
Draw a picture or find a graphic to represent your specialty.			

Career Education Model Word Map

Name _____

Career Field	Career Clusters	Career Pathways	Career Specialties
<p>Communication and Information Systems</p>	<p>Information Technology</p>	<p>Pathways Available:</p>	<p>Pathway chosen <u>Interactive Media</u></p>
		<p><u>Web and Digital Communications</u></p>	<p>Specialty <u>Network Engineer</u></p>
		<p><u>Information Support and Services</u></p>	<p>1. Description: Install, configure and support network systems; maintain hardware and software</p>
		<p><u>Programming and Software Development</u></p>	<p>2. Income: \$38,000 - 97,000</p>
		<p><u>Network Systems</u></p>	<p>3. Level of education needed: You have to have a bachelor's degree to do this job.</p>
			<p>4. Helpful high school courses: Higher-level math classes, English, Computer programming and other tech classes</p>
			<p>5. Suggested activities: school, community, home:</p>
			<p>Computer club, volunteer to teach computers at the senior center, job shadow my uncle</p>



Draw a picture or find a graphic to represent your specialty.

Lesson Title: Essential Knowledge and Skills / CALS Assessment

Cluster: N/A

EKS: Employability, ethics, systems, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication, safety, health & environment.

Career Concepts: N/A

Summary: Students will be introduced to the Essential Knowledge and Skills and the Career and Life Skills (CALS) Assessment. The CALS is divided into nine Essential Knowledge and Skills sections. Students will be assessed separately throughout the careers class.

Course Objectives:

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

Lesson Objectives:

Students will...

- Have an understanding of the Essential Knowledge and Skills
- Define the CALS assessment.
- Understand the purpose of evaluating skill levels.
- Complete the CALS by the end of the careers course.

Time: One class period

Required Materials: www.nebraskacareerconnections.org website and print copy of CALS assessment; Essential Knowledge and Skills handout

Optional Resources: N/A

Guest Presenters: N/A

Content and Teaching Strategies:

Anticipatory Set



Students should answer the following questions in their student notebook.

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

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

Lesson Components

1. Go to www.nebraskacareerconnections.org and select Career Clusters. Then click on Essential Knowledge and Skills in the center of the model. You will see a page listing definitions and videos for the students to explore or to use as a guide to explain each EKS.



2. Divide students into groups. Using the student notebook responses from the anticipatory set and the information learned about the Essential Knowledge and Skills, students will compare responses and the Essential Knowledge and Skills assessed in the CALS assessment. Discuss the importance of thinking about skill levels, so plans can be made to improve skills over time. Discuss ways skills can be improved, for example, through life experiences, taking classes, part-time jobs, school and community activities, job shadows, internships, etc.
3. Demonstrate the CALS assessment on www.nebraskacareerconnections.org. Under the tab “My Interests and Skills,” there is an explanation, an example of results and a format for ongoing assessment.



Note to teacher:

- a. The explanation on the website about the CALS assessment is easy for students to understand. Review the explanation and the scale with the students and discuss for meaning and understanding. Students will assess themselves. It may be necessary for middle level students to work through the assessment as a group, having students respond after each explanation of the rubric descriptions. It may be easier to ignore the rubric and just instruct the students to use the scale: NA (not applicable), beginning, progressing, proficient, and advanced.
 - b. If possible, set up the system so that others can observe the students as well. Information going to other evaluators should emphasize that the CALS in no way reflects negatively on a student and is NOT used for a grade. The composite score from outside evaluators is simply another tool to help the student assess skills at which they excel, so they can build upon their strengths, as well as, skills on which they need improvement.
 - c. Show a summary report (click on “Review Previous Evaluation”). Help students understand the assessment is intended to be taken every year from 8th grade through 12th grade. If the follow-through is there, then the students should see progress in their skill development.
4. Complete CALS either by section or in its entirety by the end of the course.

Lesson Closure

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment

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

Essential Knowledge & Skills

Nebraska Career Fields/Cluster Model

Communication

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

Employability and Career Development

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

Information Technology Applications

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

Leadership and Teamwork

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

Legal Responsibilities and Ethics

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

Problem Solving and Critical Thinking

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

Safety, Health, and the Environment

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

Systems

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

Technical Skills

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

Nebraska Career Connections Login Instructions

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Administrative Login Instructions

- Step 1:** Go to **Nebraska Career Connections** at www.nebraskacareerconnections.org.
- Step 2:** Select **Login** in the upper left hand corner. If this is your first use of the Database Management system, click on **New Users Register Here**.
- Step 3:** Click on **Administrator, counselor, or other authorized person**, then click continue and begin the registration process. You will need to create a unique user name and password. Be sure to write down your user name and password in the spaces below.
- ▶ **USER NAME:** _____
 - ▶ **PASSWORD:** _____
- Step 4:** Enter the School Access Code and Password in the fields provided at the end of the registration form. (Note: These were provided in your implementation e-mail from Visions Unlimited, Inc.)
- ▶ **SCHOOL ACCESS CODE:** _____
 - ▶ **SCHOOL PASSWORD:** _____
- Step 5:** Click on **Register**.
- Step 6:** Welcome to the Administrative Database Management System. Your database home page allows you to receive system news and access a variety of menu options, including:
- ▶ **Quick Reports:** View the most popular individual and aggregate reports with one click!
 - ▶ **Advanced Reports:** Create highly customized, detailed reports to meet your specific needs.
 - ▶ **Find a Student/Client:** Find an individual quickly to review progress, reset a password, or change a grade level.
 - ▶ **CALS Administration:** Send instructions and the CALS assessment to individuals who have been identified by students as raters.
 - ▶ **Administer Curriculum Templates:** Format a course template and enter your school's master course file and relate these courses to cluster plans of study.
 - ▶ **Post/Send a Message:** Post a message to an individual or group of individuals' portfolios.
 - ▶ **Download Directory Information:** Download a text file of profile information to send information via e-mail or regular mail or for easy lists and spreadsheets.
 - ▶ **Batch Code Information:** View valid batch codes that you provide to individuals wanting to access the assessments. Three of the assessments require a batch code.
 - ▶ **Portfolio Customization:** Post recommended links to individuals' portfolios.
 - ▶ **Resources:** Access sample letters and publicity information, download additional login and training materials, and read the quarterly newsletter, *Kuder User News*.

Customer support is provided by Visions Unlimited, Inc. at 866.993.2052, 7:00 a.m.-5:00 p.m., Central Time, or e-mail support@visions-unltd.com.



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Individual Login Instructions

Please follow the login instructions below to begin using Nebraska Career Connections. Customer Support provided by Visions Unlimited, Inc at 866.993.2052 or support@visions-unltd.com.

Registration

- Step 1:** Go to www.nebraskacareerconnections.org.
- Step 2:** Select **Login** in the upper left corner.
- Step 3:** New users register by selecting **New Users Register Here**. (Returning users may enter in their user name and password, and click *Login*.)
If you are a new user, indicate the type of user that best describes you and select a grade level, if you are a student.
 - a. **Parents:** You will not log in. Take a virtual tour of the system, learn how careers are presented to students, and get suggestions on how to help your child with career planning. You can also view your child's portfolio, if they have provided you with their user name and password.
 - b. **5th and 6th Graders:** You will not log in. Begin exploring the six career fields.
 - c. **7th-12th Graders:** Create a unique user name and password. Be sure to write down your user name and password in the space below.

User Name: _____

Password: _____

School Access Code: _____

School Zip Code: _____

- Step 4:** As a new user, complete the registration information and then click **Register**.

Take An Assessment

- Step 5:** Select the **My Interests and Skills** menu tab and choose the assessment you want to take.
- Step 6:** Enter the appropriate Batch Code (if required) for the assessment you plan to take. (Batch Codes will be provided by your Administrator/Instructor/Counselor).

Batch Code

Kuder Career Search with Person Match _____

Kuder Skills Assessment _____

Super's Work Values Inventory-revised _____

- Step 7:** Enter your current grade level, select a language, and click GO!
- Step 8:** Explore other resources within the system

Re-Entering the System

To re-enter Nebraska Career Connections, go to www.nebraskacareerconnections.org, select Login, and enter your user name and password.



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Lesson Title: Mission APA: Agricultural Pizza Adventure

Career Cluster: Agriculture, Food, and Natural Resources

Essential Knowledge and Skills: Teamwork, Problem Solving, Critical Thinking, and Communication

Career Concepts: Plan of Study, Career Information

Summary: Students will learn about the diversity of this career cluster by creating a new pizza product, product package, and commercial in the form of a skit. They will discuss the scope of the industry and explore the variety of careers through a series of sketches. Finally, students will look at their own school to create a plan of study for themselves.

Course Objectives:

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

1.3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters.

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

5.2 Students will be able to utilize printed material to access career information.

Lesson Objectives:

Students will...

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

Time: Five class periods

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

Optional Resources: IFT Career Guidance Committee: The Pizza Explorer CD-ROM; Nebraska Department of Agriculture Fact Card, 2005; www.pizzaware.com; www.nebraskacareerconnections.org, course catalog selectors (they can be from previous years), computer lab, copies of activity sheets titled “Career Pathway”, “Plan of Study”, and “Favorite World-Wide Pizza Toppings”, www.mypyramid.gov, citnews.unl.edu/ianrhome/index.shtml, admissions.unl.edu/real_nebraska/, www.foodallergy.org/allergens/index.html, www.nal.usda.gov/fnic/foodcomp/search/, casnr.unl.edu/ProspectiveStudents/AcademicPrograms/

Guest Presenters: N/A

Content and Teaching Strategies:

Anticipatory Set

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

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

Lesson Components



1. Hold a class discussion using the following talking points:
 - Explain agriculture is more than what most people picture by instinct.
 - Agriculture has moved beyond the “cows, plows, and sows” stereotype and in to new fields including food product research and development. For example, ConAgra, an Omaha-based company spends millions of dollars on product research, development, and marketing for brands like Healthy Choice, Hunts Ketchup, Slim-Jims, and more.
 - Companies like Cargill, the largest privately owned company in the world, produce food ingredients.
 - Over 90% of the food that Americans eat either are made by Cargill or contain a product made by Cargill.
 - Corn syrup is one such common ingredient. These are just a few of the careers related to agriculture. Let the students know they’ll be talking about more careers over the next few days.
 - Use pizza as a metaphor for the diversity of agriculture in your discussions.
2. Challenge students to create a new pizza food product. They can modify the product, but their main task is to identify a target market and market it to that group of people. In small groups, students must do the following:
 - a. Choose a target market.
 - b. Develop a new pizza product.
 - c. Create a name for the product and their company.
 - d. Create new packaging in which to market and sell the product that includes: Brand name and generic name, net weight, nutrition facts, ingredient list, allergen warning, company contact information, and graphics appealing to their chosen target market.
 - e. Create a skit “commercial” that is focused to their target market. While doing this, students must emphasize the diversity of food groups found in pizza. Students should create a storyboard before they begin filming their commercial to show thought about a target market, product placement and advertising guidelines.

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

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

www.nal.usda.gov/fnic/foodcomp/search/. Information on popular food allergens can be found at www.foodallergy.org/allergens/index.html.



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

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

4. Transition the students into a discussion about the state of modern agriculture by giving them four minutes using paper and markers to draw a picture that shows modern agriculture. Have them share with a neighbor. From the pair, have them choose one to share with the class. The student’s drawing from each pair whose drawing was not chosen must describe it to the class. Talk in general terms about what is currently accurate and what is inaccurate about their drawings. Follow-up with a picture of modern agriculture:



- Today agriculture is still an essential industry, especially in Nebraska.
- Over \$10 billion is made from agriculture in Nebraska each year (2003).
- 21% of all jobs in Nebraska are farm-related, even more are employed by supporting industries that market and merchandise the products.
- Nebraska has over 48,000 farms and ranches.
- Nebraska is a leading producer of ethanol, a gasoline substitute/additive made from corn.
- One American farmer produces enough food to feed 129 other people.
- Nebraska is the #1 processor of all livestock (2004).
- Nebraska is a leading producer of sugar beets.
- Nebraska is #3 producer of corn (Iowa is #1).



5. Explain Nebraska is unique and lucky to have so many natural resources. Poll the class to see where their interests lie in relation to natural resources:
How many of them like to:

- Go fishing?
- Go biking?
- Go hunting?
- Go boating?
- Go hiking?
- Go camping?



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

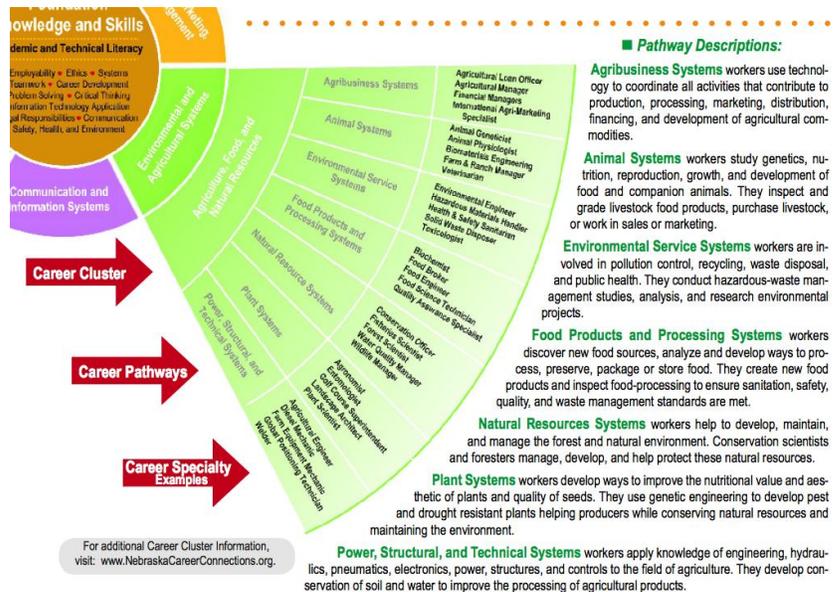
- Nebraska’s farms and ranches utilize 45.9 million acres of land (93% of the state’s total land area).
- Nebraska has aquifers below it. If poured over the surface of the entire state, the water would be over 35 feet deep. This water is used for irrigation of crops.
- Nearly 24,000 miles of rivers and streams flow through Nebraska.
- There are nearly 22 million acres of range and pastureland in Nebraska, half of which are in the Sandhills.

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

Assign students to groups for each of the seven pathways in the model below. It will work best with at least two students per group. Hand out a “Career Pathway” activity sheet to each student.

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resource Systems
- Plant Systems
- Power, Structural, and Technical Systems

Students will act as if they were individuals in that career area. Each group should act out at least four positions. Give students time to plan their sketches. Be sure not to let students misrepresent careers. Challenge them to break stereotypes and show what they think modern professionals in their assigned field do.



In order to prepare, allow students to use the internet to do brief research on careers. Ask them to navigate to www.NebraskaCareerConnections.org and other relevant websites.

Have students give their career sketches. Students in the audience should take hieroglyphic notes (write the career title, and then must draw a picture of each demonstrated career). Celebrate each performance and clarify details.

8. Explore options in their school district to study agriculture, food and natural resource systems. Divide students into seven groups and assign them a pathway from the previous lesson component. Based on what they learned, they should do the following:
 - Create a list five to seven of careers in their given pathway.
 - Create a list of classes they would recommend in middle school and high school for students interested in each career (utilize local district course catalog).

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

9. Develop a plan of study specific to their school district. Have students choose a career in agriculture, food, or natural resources they are most interested in. It may not be his or her first choice out of all careers clusters, but each student **MUST** choose one.

Demonstrate what a plan of study may look like. A sample plan of study can be found as a visual from www.NebraskaCareerConnections.org. Give the example of a landscape architect who will need elements in geometry, environmental science, landscape design, and art.

Using the “Plan of Study” activity sheet, have each student create an individual plan of study by listing classes in middle school and high school that would be useful to take on a yearly basis (freshman, sophomore, junior, senior, etc.). Students may use ideas from the previous lesson component and assess based on completeness.

Lesson Closure

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Grade students’ pizza boxes, commercial skits, and plans of study.

Career Pathway

Name: _____

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

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

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

Be bold, creative, and have fun!

Knowledge and Skills
Academic and Technical Literacy
 Employability • Ethics • Systems
 Teamwork • Career Development
 Problem Solving • Critical Thinking
 Information Technology Application
 Personal Responsibilities • Communication
 Safety, Health, and Environment.

Communication and Information Systems

Environmental and Agricultural Systems

Career Cluster

Career Pathways

Career Specialty Examples

■ Pathway Descriptions:

Agribusiness Systems workers use technology to coordinate all activities that contribute to production, processing, marketing, distribution, financing, and development of agricultural commodities.

Animal Systems workers study genetics, nutrition, reproduction, growth, and development of food and companion animals. They inspect and grade livestock food products, purchase livestock, or work in sales or marketing.

Environmental Service Systems workers are involved in pollution control, recycling, waste disposal, and public health. They conduct hazardous-waste management studies, analysis, and research environmental projects.

Food Products and Processing Systems workers discover new food sources, analyze and develop ways to process, preserve, package or store food. They create new food products and inspect food-processing to ensure sanitation, safety, quality, and waste management standards are met.

Natural Resources Systems workers help to develop, maintain, and manage the forest and natural environment. Conservation scientists and foresters manage, develop, and help protect these natural resources.

Plant Systems workers develop ways to improve the nutritional value and aesthetic of plants and quality of seeds. They use genetic engineering to develop pest and drought resistant plants helping producers while conserving natural resources and maintaining the environment.

Power, Structural, and Technical Systems workers apply knowledge of engineering, hydraulics, pneumatics, electronics, power, structures, and controls to the field of agriculture. They develop conservation of soil and water to improve the processing of agricultural products.

For additional Career Cluster Information, visit: www.NebraskaCareerConnections.org.

Plan of Study

Name: _____

Agriculture, Food, and Natural Resource Career: _____

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

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

Subject	Middle School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English					
Math					
Science					
Social Studies					
Career Education Courses					
Additional Requirements or Electives					

Favorite World-Wide Pizza Toppings

Favorite World-Wide Pizza Toppings (from www.pizzaware.com)

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

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

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

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

Japan- Mayo Jaga (mayonnaise, potato and bacon), and, eel and squid are favorites in Japan.

Brazil- Brazilians favor green peas on top of their pizzas.

Russia- In Russia, they serve pizza covered with "mockba," a combination of sardines, tuna, mackerel, salmon and onions. Red herring is also a topping of choice.

France- In France, a popular pizza combo is called the Flambé, with bacon, onion and fresh cream. (Source: Domino's.)

Pakistan- In Pakistan, curry is a big seller.

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

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

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

Netherlands- In the Netherlands, the "Double Dutch" is a favorite pizza recipe; double cheese, double onions and double beef. (Source: Domino's.)

Saudi Arabia- In Saudi Arabia, all meat toppings must be 100% beef. Pork products are not consumed in the country. (Source: Domino's.)

Creating Your Own Pizza

Group Member Names: _____

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

Target Market: _____

Pizza Ingredients: _____

Company Name: _____

Product Name: _____

Nutrition Facts: _____

Allergen Warning: _____

Company Contact Information: _____

Rubric for Creating Your Own Pizza

Name: _____

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

Lesson Title: Explore the Arts!

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

Essential Knowledge and Skills: Leadership and Teamwork

Career Concepts: Extended Learning Opportunities, Career Research

Summary: Students will explore the career cluster of Arts, A/V Technology, and Communications while learning key components of the Essential Knowledge and Skills areas of Teamwork and Leadership.

Course Objectives:

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

Lesson Objectives:

Students will...

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

Time: Four class periods

Required Materials: “Extended Learning Opportunities” handouts for gallery walk, paper, Internet access, multimedia projector, Nebraska Career Education Model, “Career Exploration” handout, and rubric

Optional Resources: N/A

Guest presenters: N/A

Content and Teaching Strategies:

Anticipatory Set

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

Lesson Component



1. Transitioning from the brainstorming and pair/share activity, the teacher will review the Nebraska Career Education Model, emphasizing Leadership and Teamwork in the Essential Knowledge and Skills and the Arts, A/V Technology, and Communications cluster under the Communication and Information Systems career field to introduce this lesson's main topics. This information can be found at www.NebraskaCareerConnections.org. The teacher will also mention upcoming study of different ways to explore careers through Extended Learning in the community.
2. The big picture outcome of next four days' lessons explained: Students will learn six ways to gather information in the community about careers. They will learn about leadership and teamwork. They will research a career specialty and a leader in the Arts, A/V Technology and Communications cluster.
3. Teach extended learning opportunity terms through use of gallery walk. Take the terms from the “Extended Learning Opportunities” handout and put one term on an 8.5x11 inch sheet of paper around the room. Students will use their student notebooks to take notes on each one, moving around the room to be sure to gather information on all six terms. Discuss each term with the students giving a few examples and asking students to brainstorm ideas they see. Let students know they will be asked to participate in one of the activities listed and will report back to the class. Use the “Career Exploration” handout to explain the career exploration project and rubric to show them how they will be assessed. An alternative to the gallery walk would be a teacher created PowerPoint presentation.
4. Teach about leadership and teamwork through use of jigsaw. Give each student in the class a portion of the leadership/teamwork article. (An article is provided and separated into 4 sections.) Each person should read their section of the article. After reading articles, students will form groups of 4 and share, creating a quick outline of key points in their student notebooks leaving room for five questions to use during the Extended Learning exploration regarding teamwork and leadership.



Use these Talking Points from the CALS Assessments:



- To demonstrate leadership skills – Be a leader and follower, model leadership behaviors to inspire others, take advantage of diverse abilities and strengths.
- To use conflict management skills – Recognize and prevent potential conflict, look at and appreciate multiple perspectives, ask for assistance as needed and resolve conflict.

- To respect and appreciate cultural, social, and ethnic diversity – Demonstrate awareness of cultural, social, and ethnic diversity, seek opportunities to learn about and interact with individuals different from themselves, and help others understand diversity



5. Review how to access Nebraska Career Connections website. Students will choose a career specialty in the Arts, A/V Technology and Communications cluster. The student will then select a leader (current or past) in their chosen specialty. Using the detailed work activity list, the student will select a medium to present their findings.* To find the detailed activity list, follow these steps: 1) Choose one of the career pathways; 2) Select a career specialty; and 3) Click on the “about” link and scroll down to the detailed work activity list. The purpose of this research is to learn about the career opportunities, discover leadership and teamwork qualities found in this career specialty, and to have exposure to art mediums.

6. Optional Extension Activity:

Set up Extended Learning opportunity with a contract including product form and due date. Explain attached rubric and answer questions. The extended learning opportunity can consist of an online interview or email interview if no local arts professionals are available.



7. Have students review the Leadership and Teamwork section of their CALS assessment and update it based upon skills reviewed during this lesson.



Lesson Closure:

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Self-evaluation and teacher evaluation of product using rubric.

Extended Learning Opportunity Terms

Name: _____

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

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

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

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

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

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

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

Career Exploration

Name: _____

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

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

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

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

STEPS:

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

Rubric

Name: _____

Category	4	3	2	1
Career Field, Cluster, Pathway Description	All three of the following listed and described: <ul style="list-style-type: none"> • Career Field • Career Cluster • Pathway 	Some detailed information is given but not all three of the following are listed and described: <ul style="list-style-type: none"> • Career Field • Career Cluster • Pathway 	Student gives vague information about some of the following three areas but no details are included in the description: <ul style="list-style-type: none"> • Career Field • Career Cluster • Pathway 	Student gives information about one area, but it does not show understanding and description is lacking.
Content-Career Path Summaries	A summary of the career path of the person selected is clearly described. The career is listed from entry level to current level. The information clearly shows the progression of the person through time in their career and includes details to demonstrate how the information helps a student considering the career.	A career path summary of the person selected is included. The information shows the progression of the person through time in their career and includes details.	A career path summary of the person selected is included. The information tells a little about the person and their career.	A career path summary of the person selected is included. The information seems more like a list than an explanatory system.
Teamwork	Several specific examples of how teamwork is important and used in the career explored are shared.	A couple specific examples of how teamwork is important and used in the career are shared.	Examples of teamwork are shared, but they are not specific or important to this line of work.	General examples of teamwork are shared, but the connection to this line of work cannot be seen.
Leadership	Several specific examples of leadership opportunities in this career are shared.	A couple specific examples of leadership opportunities in this career are shared.	Examples of leadership are shared, but they are not specific or important to this line of work.	General examples of leadership are shared, but the connection to this line of work cannot be seen.
Additional Area of Information	One additional area of information related to the career (a different Essential, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is clear, detailed, and important.	One additional area of information related to the career (a different Essential, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is lacking some clarity, detail, and importance.	One additional area of information related to the career (a different Essential, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) has been shared. The content is vague, lacking detail, or not important.	One additional area of information related to the career (a different Essential, Knowledge or Skill, education or technical skills needed, school coursework or activities that would be beneficial) is briefly mentioned.
Product Presentation	The product is presented in a way that gains the attention and educates the entire class.	The product is presented in a way that gains the attention and educates the majority of the students in the class.	The product is presented in a way that gains the attention or educates a few people in the class.	The product is presented in a way that does not gain the attention or educate the class.

Leadership/Teamwork Article Part 1

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

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

What is a Team?

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

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

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

1. It maximizes the organization's human resources. Each member of the team is coached, helped, and led by all the other members of the team. A success or failure is felt by all members, not just the individual. Failures are not blamed on individual members, which gives them the courage to take chances. Successes are felt by every team member, this helps them to set and achieve bigger and better successes. In addition, failure is perceived as a learning lesson.
2. There are superior outputs against all odds. This is due to the synergistic effect of a team - a team can normally outperform a group of individuals.
3. There is continuous improvement. No one knows the job, tasks, and goals better than the individual team members. To get real change, you need their knowledge, skills, and abilities. When they pull together as a team, they will not be afraid to show what they can do. Personal motives will be pushed to the side to allow the team motive to succeed.

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

Leadership/Teamwork Article Part 2

From Group to Team -- Getting There

Be Enthusiastic – it's Contagious

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

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

Develop a Sense of Urgency

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

Set Clear Rules of Behavior

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

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

Keep Them Informed

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

Grow Together

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

Reinforcement Works Wonders

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

Other methods include:

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

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

Leadership/Teamwork Article Part 3

Team Elements

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

Common Elements

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

Productive participation of all members - This has four levels:

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

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

Trust - Openness in critiquing and trusting others.

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

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

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

Evaluation - The ability to self correct.

Change compatibility - Being flexible and assimilating change.

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

Teamwork

My supervisor told me that teamwork depends on the performance of every single member on the team. I had trouble understanding it until my supervisor showed me how the office typewriter performs when just one key is out of order. All the other keys on the typewriter work just fine except one, but that one destroys the effectiveness of the typewriter. Now I know that even though I am only one person, I am needed if the team is to work as a successful team should.

Steps to Team Problem Solving

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

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

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

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

Step 5 - Formulate actions to address.

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

Leadership/Teamwork Article Part 4

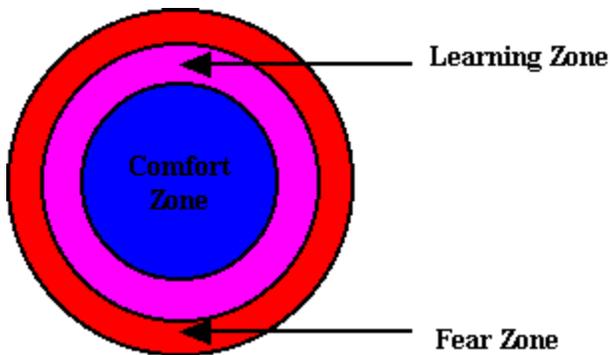
Team Leadership

Keep the purpose, goals, and approach relevant and meaningful

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

Build commitment and confidence

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



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

Manage relationships with outsiders

Team leaders are expected by people outside of the team, as well as the members within, to manage much of the team's contacts and relationships with the rest of the organization. You must communicate effectively the team's purpose, goals, and approach to anyone who might help or

hinder it. In addition, you need the courage to intercede on the team's behalf when obstacles that might cripple or demoralize the team get placed in their way.

Create opportunities for others

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

Create a vision

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

Are you ready to be a team leader?

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

Common Problems

- Leaders select too many members in their own image. As a result, teams become unbalanced with too many people overlapping in the same areas, while there are skill gaps in other areas.
- Leaders do not understand their own strengths, abilities, and preferences.
- Individuals in unbalanced teams feel their talents and abilities are not being used.

- Leaders feel they do not know how to motivate people. This is because they do not know them and their individual needs.
- Team members feel that the team does not work smoothly. They believe individual work preferences conflict rather than complement each other.
- It's time to do some rebuilding if you are facing any of the following problems:
 - Loss of productivity or output
 - Complaints
 - Conflicts between personnel
 - Lack of clear goals
 - Confusion about assignments
 - Lack of innovation or risk taking
 - Ineffective meetings
 - Lack of initiative
 - Poor communication
 - Lack of trust
 - Employees feel that their work is not recognized
 - Decisions are made that people do not understand or agree with

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

(www.nwlink.com/~donclark/perform/brainstorm.html) Do not throw out any problems or ideas that you feel is irrelevant. After all the data has been made public, have the team determine what is correct and relevant.

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

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

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

Transparencies

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

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

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

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

Apprenticeships:

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

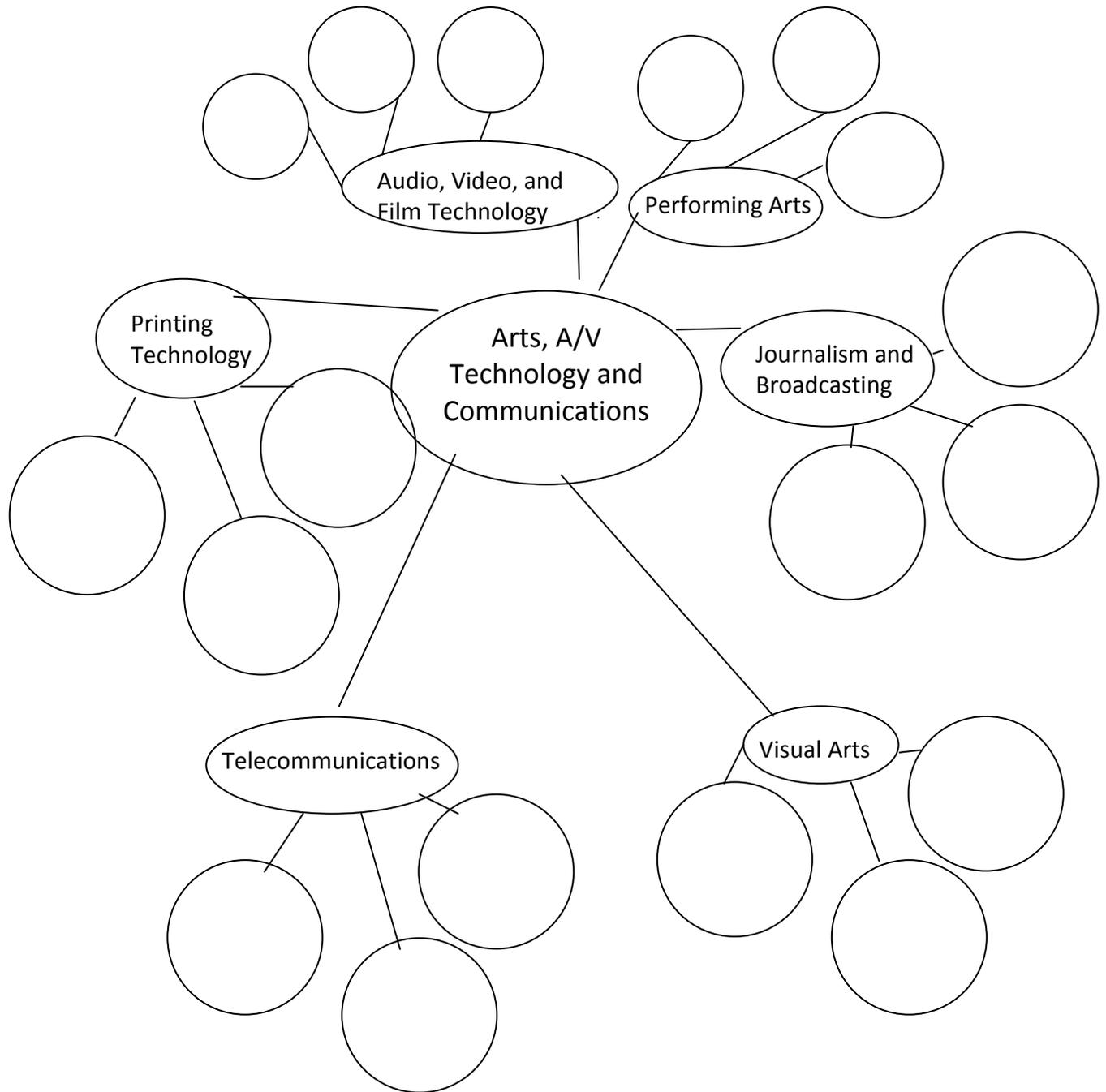
Job Shadowing: Job shadowing is an experience in which students seeking a better understanding of particular job follows experienced workers through the course of a work day.

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

Web Activity

Name: _____

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



Lesson Title: Back to the Future

Career Cluster: Information Technology

Essential Knowledge and Skills: Technology Information Application

Career Concepts: Post Secondary Education

Summary: Students will investigate the role of technology in society, the Information Technology career cluster and pathways, and requirements for entrance into college. Students will assess their current skill level in information technology application. Students will understand the Information Technology career cluster is continually changing.

Course Objectives:

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

Lesson Objectives:

Students will...

- Differentiate between the Communication and Information Systems career field, the Information Technology career cluster, and the four Information Technology pathways.
- Understand the Essential Knowledge and Skills entitled “Technology Information Applications.”
- Assess their current skill level in Technology Information Application by using the CALS assessment.
- Identify coursework, school activities, and community activities that will build skills in the Information Technology career cluster.
- Identify college entrance requirements to a technical school, community college, and a 4-year college.

Time: Four class periods

Required Materials: “College Entrance Requirements Search” handout, Internet access, www.NebraskaCareerConnections.org website, www.educationquest.org website, www.collegenet.com website, www.myfuture.com website, PowerPoint or other multimedia software

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

Content and Teaching Strategies:

Anticipatory Set

Discuss the application of technology information in our world.

Lesson Components

1. Use the Nebraska Career Connections website to gather information on the Information Technology career cluster. Use these talking points with students



- Go to www.NebraskaCareerConnections.org > Career Clusters > Information Technology > Cluster at a Glance >
- Cluster Description: The design, development, support and management of computer hardware, software, multimedia, and systems integration services.
- Discuss the specific Information Technology Applications Knowledge and Skills (www.NebraskaCareerConnections.org > Career Clusters > Information Technology > Cluster Knowledge and Skills):
 - a. Manage personal schedule and contact information.
 - b. Create memos and notes.
 - c. Use email to communicate within and across organizations.
 - d. Use email to share files and documents.
 - e. Search for information and resources.
 - f. Access and evaluate internet resources.
 - g. Prepare simple documents and other business communications.
 - h. Prepare reports and other business communication, integrating graphics and other non-text elements.
 - i. Prepare complex publications.
 - j. Prepare presentations for training, sales, and information sharing.
 - k. Deliver presentations with supporting materials.



2. As a class, develop a set of questions for the class speaker about technology information applications in the workplace and the Information Technology career cluster.

Possible questions:

- a. What is the history of the Information Technology career cluster?
 - b. How is technology used in the workplace?
 - c. What are some career specialties in this career cluster?
 - d. What are some of the most important developments in this field?
 - e. What skills and training should a student interested in this cluster develop?
 - f. What high school classes would you recommend to someone interested in Information Technology careers?
 - g. What school and community activities would you recommend to someone interested in Information Technology careers?
 - h. What kind of training after high school is common for people interested in this cluster?
 - i. What are the employment prospects in this career cluster?
 - j. What is the earning power of someone trained in Information Technology?
 - k. What kind of personal characteristics does a person in Information Technology generally have?
 - l. Who are the employers of Information Technology workers?
 - m. What are the advantages of being in Information Technology? The disadvantages?
 - n. How do you view the future growth of career specialties in the Information Technology career cluster?
 - o. Is there a waiting list for students who wish to study your career in community or four year colleges?
3. Use the Internet to investigate college entrance requirements at nearby schools, including a technical school, community college, and 4-year college. Students should use the “College Entrance Requirements Search” handout to record the major entrance requirements of the institution. Students should pay special attention to information technology requirements, if any

Note to teacher: Use the "College Entrance Requirements Search" handout to help students understand that college websites are set up very differently and a variety of key words will be needed to access the information they seek. Personalize the schools geographically, but give the students an opportunity to search on their own using a search engine or sites like <http://www.educationquest.org> or collegenet.com.

Option: Teach this activity during the Personal Learning Plan Unit.

4. Listen to the guest speaker or visit an Information Technology classroom.

Note to teacher: Give the speaker or classroom teacher the student developed questions, before they visit your classroom.

5. Write a thank you to the guest speaker or classroom expressing what was learned from the speaker/classroom. Send to the speaker/classroom.
6. Identify the career pathways in the Information Technology cluster by creating a PowerPoint or multimedia project on one pathway. Presentations should include: career specialties, levels of education, high school classes that support essential knowledge in this cluster and are required to enter a post-secondary school, school and community activities that build technology skills, and information technology skills needed by everyone in the workplace. This project should be completed in groups with no more than four members each.

Note to teacher: See "Criteria for Information Technology PowerPoint Project" handout for grading.

Additional resources for help in teaching students to create PowerPoint presentations may be found under Pam Wright PPT (located on CD or teachers' resource section) or access atomiclearning.com for a tutorial video on PowerPoint.

7. Group will present PowerPoint to the class. (optional: videotape the PowerPoint)
8. After reviewing Technology Information Application portion of the CALS assessment with students, have students assess their current skill level. (Enter on paper copy or within the Nebraska Career Connections CALS assessment at www.NebraskaCareerConnections.org.)
9. Create a list of career specialties within the cluster and make a list of how technology is used in each specialty.
10. Have students teach mini lessons on Garage Band, iMovie, Excelerate (or other available software) to the class.



Lesson Closure

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Students will be assessed on their thank you describing what was learned from speaker. Students will also complete a self-evaluation paragraph on PowerPoint project in their student notebook. (*Note to teacher:* a rubric for grading the PowerPoint is included. Additional resources for creating your own rubric may be found at: rubistar.4teachers.org)

College Entrance Requirements Search

Name: _____

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

1. Technical School: ITT Technical Institute, Omaha, Nebraska

www.itt-tech.edu

>Admissions >Admissions Information

2. Community College: Northeast Community College, Norfolk, Nebraska

www.northeastcollege.com

>Future Students >Admissions

3. 4-Year College: Wayne State College, Wayne, Nebraska

www.wsc.edu

>Prospective Students >Admissions >Prospective Students >Freshmen >Admissions Requirements

4. University: University of Nebraska at Lincoln

www.unl.edu

>Prospective Students >Undergraduate Admissions >Admission Requirements >Freshman

5. School of your choice: _____

Website: _____

Pathway to Entrance Requirements: _____

Criteria for Information Technology PowerPoint Project

Name: _____

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

Group Member Names (no more than four):

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

After the PowerPoint has been presented to the class, write a paragraph telling about your participation within the group. Evaluate your group and identify the grade you feel the group deserves. Give two supporting statements that demonstrate the grade is fair.

Option: Have the students make a prediction about how the requirements for this occupation may change in the future.

Lesson Title: How Do I Want To Travel?

Cluster: Transportation, Distribution, and Logistics

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

Career Concepts: N/A

Summary: Students will explore the Transportation, Distribution, and Logistics Career Cluster by researching different types of transportation and designing their own mode of transportation.

Course Objectives:

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

Lesson Objectives:

Students will...

- Explore transportation systems.
- Research career pathways.
- Understand the Universal Systems Model.

Time: Five class periods

Required Materials: Computers with Internet access, paper, white board/chalk board, poster paper, Systems Model overhead transparency

Optional Resources:

What in the World is the Global Supply Chain? Video resource from Council of Supply Chain

Management Professionals - www.cscmp.org

Transportation Facts - nationalatlas.gov/transportation.html

Segway Personal Transportation - www.segway.com

Flying Cars - www.moller.com/

Rockets and Personal Aircraft - www.scaled.com/

High Speed Trains - www.gluckman.com/Maglev.html

Monorail Trains - www.monorails.org/

Hybrid Cars - www.hybridcars.com/

Werner Enterprises - www.werner.com

Brown Transfer - www.browntransfer.com

Guest presenters:

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

Content and Teaching Strategies:

Anticipatory Set

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

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

Lesson Components

1. After a number of modes of transportation have been listed on the board, ask the students to consider the different things besides people that are transported. Discuss how everything that is grown or manufactured is transported. Use the following talking points.
 - a. Crops are transported from the field to storage facilities, then to markets and finally to consumers.
 - b. These consumers could be a processing facility such as an ethanol plant.
 - c. After the processing is complete, the raw material has been changed into a new product and now can once again be transported to consumers.
2. There are many different types of systems involved in transportation. In order to understand systems we can use a model to help us label the parts. Show students the “Universal System Model” transparency and discuss that all systems have inputs, processes, outputs and feedback. Use the following talking points:
 - a. In systems there are resources that are input into the system such as People, Information, Materials, Tools, Energy, Capital, Time, and Space (PIMTECTS).
 - b. In a transportation system the following may be considered:
 1. People’s jobs have titles like pilot, truck driver, train engineer, or logistics manager. (These titles can be found in the Career Specialties section of the Nebraska Career Education Model.)
 2. Depending on the job duties, different information is required. Examples would include how to drive a big truck, how to read road maps, how to fly an airplane or how to load an airplane so that the load does not shift in flight. Also, there are safety rules and regulations and ways to avoid accidents.
 3. Different materials may be used in transportation such as maps, logbooks, and safety records. Materials are also used to maintain the transportation vehicles such as repair parts and maintenance records.
 4. Tools are required to load the cargo like forklifts, conveyor belts, and auger systems. Maintenance is also required to keep the system running, so all types of tools are needed to repair equipment.
 5. Different types of energy sources are needed to move products such as diesel power, jet engines, gas power engines, electricity and human energy.
 6. Capital is a very necessary part to any business. It is not only money or cash but can be inventory, vehicles, buildings or anything that can be used as collateral to borrow money.
 7. Time is necessary to move goods from one place to another and if the product is perishable, then time is important so the product does not spoil before delivery.
 8. Space is needed to store products before transportation, but also think about the space taken up by an airport or the amount of land used in our country’s highway system.
 9. More transportation facts can be found at nationalatlas.gov/transportation.html

3. Having the students use partners or teams of three, ask them to identify a product that is transported and list answers to the following questions on a sheet of paper.
 - a. What people would be involved in transporting the product?
 - b. What information would those people need to know?
 - c. What materials would they work with?
 - d. What tools do they use?
 - e. What energy source would they need?
 - f. Would they need access to capital?
 - g. Would there be a time constraint in the transportation?
 - h. What space would they need to use?
4. Using the Nebraska Career Education Model, (you may want to use the Cluster Word Map) introduce the students to the career pathways found in the Transportation, Distribution, and Logistics career cluster. Use the following talking points:
 - a. Cluster description
 - b. Pathway descriptions for all of the pathways
 - c. Discuss the diversity of the pathways; note that the pathways are not all just people who operate the transportation vehicles.
 - d. Discuss options of school coursework, school activities, and community activities.
5. Earlier the students listed what their ideal mode of transportation would be. Have the students answer the following questions about their ideal mode of transportation on a sheet of paper. This is a place where it is good for the students to dream or make up realistic answers. This information will be used later when the students design their mode of transportation.
 - a. If made large enough, what could your ideal mode of transportation carry besides a person?
 - b. What would the person who operated that mode of transportation be called?
 - c. What type of information would they need to know?
 - d. What types of material would be needed to maintain this transportation device?
 - e. What tools would be needed to load or unload the device?
 - f. Would the transportation device need any special type of energy? What type of energy would it run on?
 - g. Would it be cheaper or more expensive to operate than other types of transportation? How much would it cost? (Students would be guessing on this one.)
 - h. Would it require more time than traditional modes of transportation to deliver products or goods? If it was faster, why? If it was slower, how could that be better?
 - i. Would this mode of transportation be a space saver? Does it require roads? On what surface, if any, does it travel?
6. Students will need access to computers and the Internet for this section. Have the students research different modes of transportation such as trains, airplanes, rockets, flying cars, monorails, trucks, cars, Segways etc. See the list of possible websites for ideas.
7. Using ideas from the web searches on transportation and their own ideas, have the students complete one of the following. This can be the student choice or the teacher's choice.
 - Draw a picture of their mode of transportation.
 - Write a short story about a day working with their mode of transportation.
 - Create a poster about their mode of transportation including people, information, materials, tools, energy, capital, time, space.
 - Design an advertisement about their mode of transportation.

8. Have students select a career pathway and investigate course preparations for that pathway using the college links found on the Nebraska Career Connections site. Students will either print off or write down the necessary courses needed to obtain a degree in their chosen pathway.

Lesson Closure

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

Essential Knowledge & Skills Connection

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

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

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

Formative Assessment:

Check student project for completeness.

Students are now ready to take the Systems portion of the CALS assessment

Transparencies

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PIMTECTS

PEOPLE

INFORMATION

MATERIALS

TOOLS

ENERGY

CAPITAL

TIME

SPACE

Inputs

P. Driver, Air Traffic Controller

I. Safety Rules, Where to Deliver Goods

M. Maps, Directions

T. Computers, Loading Equipment

E. Human, Diesel, Electricity

C. Money for Materials

T. Delivery Schedules, Driving Time

S. Roads, Airports

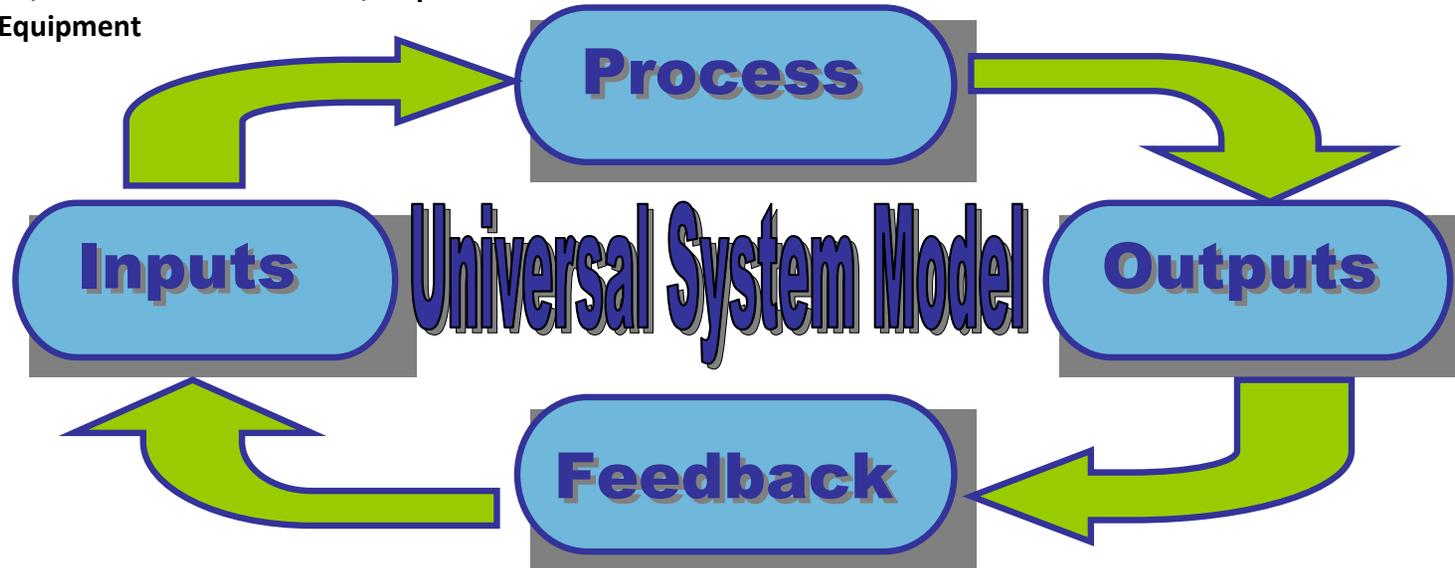
Process

1. Driving

2. Loading

3. Unloading

4. Scheduling



Feedback

1. Satisfied Clients

2. Change Delivery Schedules

3. More Time for Travel

4. Safety Training

Outputs

1. On-Time Delivery

2. Lost Product

3. Accidents

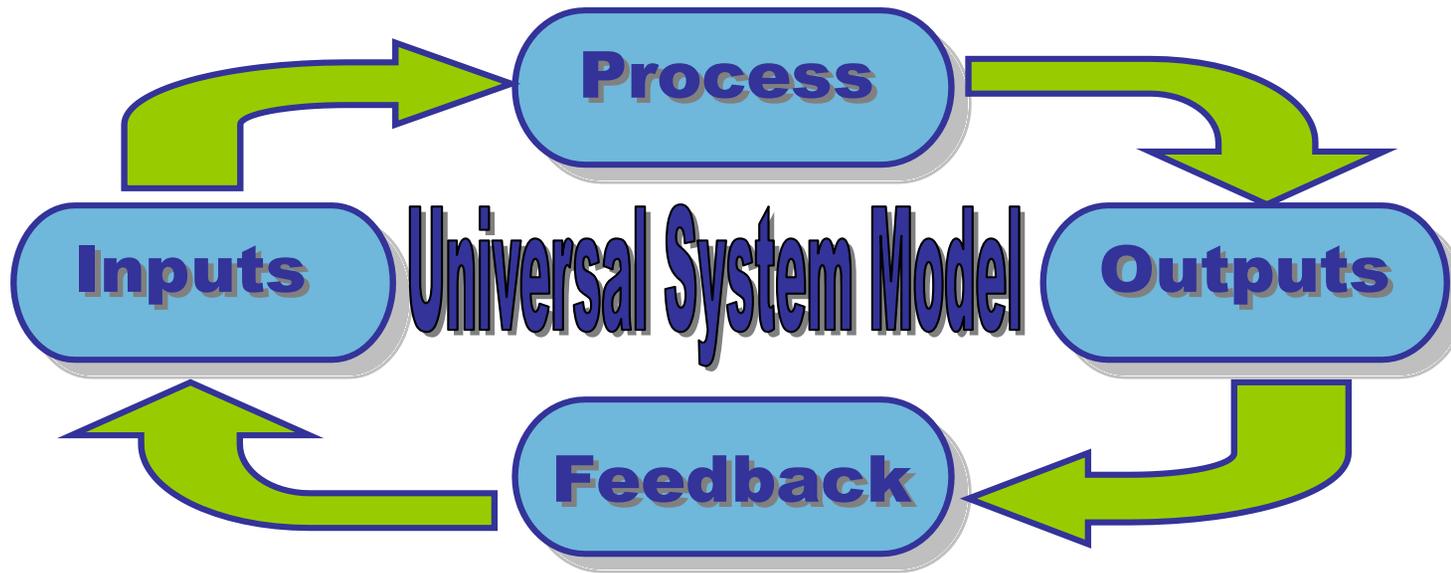
4. Weather Delays

Inputs

- P.*
 - I.*
 - M.*
 - T.*
- E.*
 - C.*
 - T.*
 - S.*

Process

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



Feedback

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

Outputs

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

Lesson Title: Habitat for Humanity House Presentation

Career Cluster: Architecture and Construction

Essential Knowledge and Skills: Teamwork, Critical Thinking and Communications

Career Concepts: Extended Learning Opportunities, Postsecondary Options

Summary: Students will begin the lesson by getting first-hand knowledge from a guest speaker on what it takes to build a structure from design to finish. They will then be given an opportunity to design a home for Habitat for Humanity and build a model of it taking it through the entire process that would be completed by an architectural firm. This will include drawing floor plans and presenting their design to the client (class). It will require them to use both visual and oral communication skills.

Course Objectives:

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

Lesson Objectives:

Students will...

- Collect information about the Architecture and Construction Career Cluster from a guest speaker.
- Explore volunteering through Habitat for Humanity.
- Design a home to be built by Habitat for Humanity.
- Present their model to a client.

Time: Five class periods

Required Materials: Graph paper, 2" strips of cardboard, scissors, glue, poster board, cutting surface, "Reflection" activity sheet

Optional Resources: Website with housing project and floor plan examples at www.uen.org/Lessonplan/preview.cgi?LPid=9047 and Habitat for Humanity at www.habitat.org

Guest presenters: Supervisor from the architecture/construction industry or Habitat for Humanity House Director and/or Habitat for Humanity House recipient. This can be anyone who has knowledge of the entire industry. See "Guidelines for Career Guest Speakers" found in the supporting documents section.

Content and Teaching Strategies:

Anticipatory Set

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

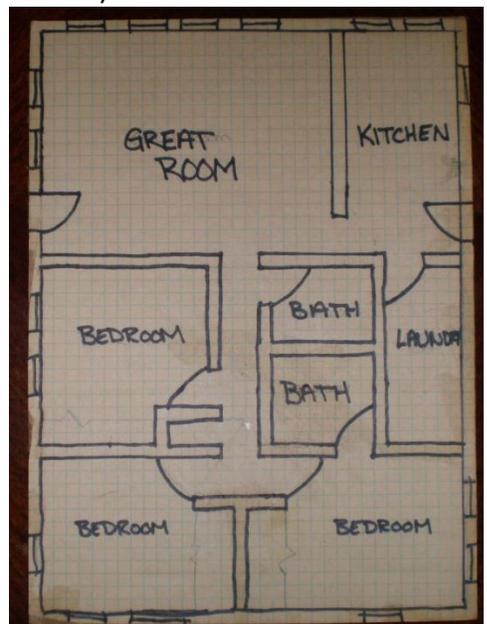


1. What careers fall into this cluster?
2. Who works these careers (stereotypes)?
3. What level of education is available to work in this cluster? (Be sure to include two year schools, four year schools, certificates, on the job training, etc.)
4. What are the steps in making a structure from design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

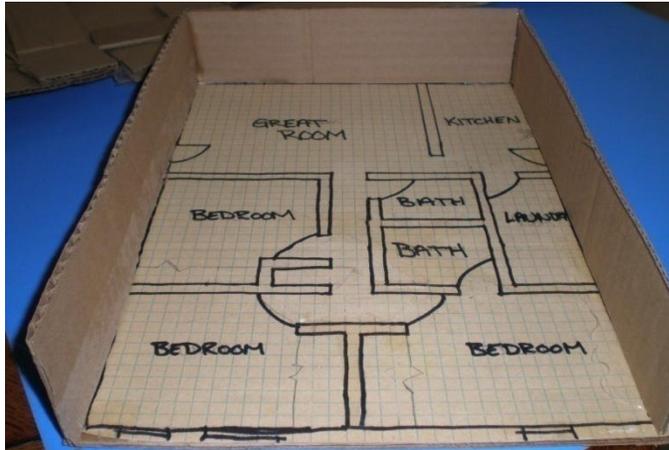
If a presenter is not available, the same information can be distributed by a teacher-led discussion.

Lesson Components

1. Students should discuss the importance of organizations like Habitat for Humanity and the advantages of volunteering for one. They should also discuss the educational benefits of volunteering. A fact sheet about Habitat can be found at www.habitat.org/how/factsheet.aspx
2. Explain the design prompt:
 - a. Students should create a single family dwelling that can be built by Habitat for Humanity. This means that while it should be nice, there should be few frills. The house should be approximately 1320 sq. ft. It will be your job to draw, model and present your design to the client. You will be working with a design team of two to three architects.
 - b. Discuss the following talking points:
 - Floor plans relate to visual communication.
 - There are basic rooms needed in a home and certain things are generally found in each room for which space will need to be left (a bathroom needs room for a bathtub, toilet, sink, walking, linen closet). Show students how to create a floor plan on graph paper. They will then create a design as a team for their design prompt. A sample of a floor plan is shown below as well as a list of suggested requirements.
 - c. Students should build a model of the home they designed using the steps below.
 1. A standard 8 ½" by 11" sheet of ¼" graph paper is 1320 sq. ft. if you use a scale of ¼":1'.
 2. Walls should be 1 square thick.
 3. Hallways should be 3 squares wide.
 4. Doors should be 3 squares wide.
 5. Windows should be 3 squares wide.
 6. Each house must have two exterior doors.
 7. Each bedroom must have a closet.



2. Have student mark the length of three out of four of their exterior walls, cut and glue them in place one at a time.



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



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

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



- 9.



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



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

To cut a window:

1. Measure up $\frac{1}{2}$ " and draw a horizontal line. This line is the bottom of your window.
2. Measure up $\frac{3}{4}$ " from the bottom of the window and draw a horizontal line. This line is the top of the window.
3. Draw a vertical line at each edge of the window as marked on the floor plan.
4. Cut out the rectangle that was drawn.

To cut a door:

1. Measure down $\frac{1}{4}$ " and draw a line. This is the top of the door frame.
 2. Draw vertical lines at each edge of the door as marked on the floor plan.
 3. Cut all of the way through the top and one side of the door.
 4. Cut $\frac{1}{2}$ way through the other side of the door. This should create a door that swings.
- d. Students will prepare a presentation of their design to the client (class) that is two to three minutes in length and highlights the features of their house as well as the careers that would be involved in making the house.
 - e. Students will present to the class and fill out the "Reflection" activity sheet.

Optional Activity

1. Using graph paper students draw their floor plans rather than to build their home.
2. Working in small groups students will build a selected Habitat for Humanity Home using all required EKS.

Lesson Closure

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



Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Students should be assessed based upon their reflection form.

Reflection

Name: _____

The thing I like most about my project is...

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

The thing I like least about my project is...

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

I rate my presentation _____ because...

One thing I learned about this career pathway is...

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

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

What would happen if there were no volunteers?

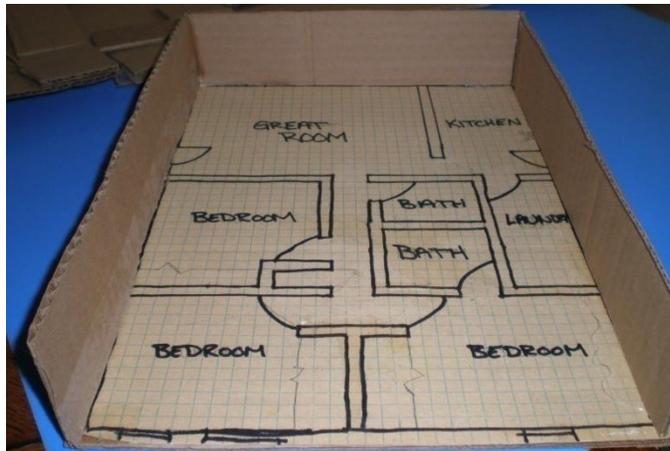
From this activity I have learned teamwork, critical thinking and communication are important because...

Student Handout

Name: _____

Habitat for Humanity House Directions for Students

1. Access a fact sheet about Habitat, which can be found at www.habitat.org/how/factsheet.aspx
2. You will create:
 - f. A single family dwelling that can be built by Habitat for Humanity. This means that while it should be nice, there should be few frills. The house should be approximately 1320 sq. ft. It will be your job to draw, model and present your design to the client. You will be working with a design team of two to three architects.
 1. A standard 8 ½" by 11" sheet of ¼" graph paper is 1320 sq. ft. if you use a scale of ¼":1'.
 2. Walls should be 1 square thick.
 3. Hallways should be 3 squares wide.
 4. Doors should be 3 squares wide.
 5. Windows should be 3 squares wide.
 6. Each house must have two exterior doors.
 7. Each bedroom must have a closet.
 - g. You will build a model of the home you designed using the steps below.
 1. Glue the floor plan to a piece of cardboard as was done in the picture below.
 2. Mark the length of three out of four of their exterior walls, cut and glue them in place one at a time.



3. You will begin to cut and place your interior walls.



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



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



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



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

To cut a window:

1. Measure up $\frac{1}{2}$ " from the bottom and draw a horizontal line. This line is the bottom of your window.
2. Measure up $\frac{3}{4}$ " from the bottom of the window and draw a horizontal line. This line is the top of the window.
3. Draw a vertical line at each edge of the window as marked on the floor plan.
4. Cut out the rectangle that was drawn.

To cut a door:

1. Measure down $\frac{1}{4}$ " from the top of the wall and draw a line. This is the top of the door frame.
2. Draw vertical lines at each edge of the door as marked on the floor plan.
3. Cut all of the way through the top and one side of the door.
4. Cut $\frac{1}{2}$ way through the other side of the door. This should create a door that swings.

Lesson Title: What is the DOT?

Career Cluster: Manufacturing

Essential Knowledge and Skills: Technical Skills, Leadership

Career Concepts: Career Research

Summary: Students will discover careers and pathways in the Manufacturing Career Cluster, identify Essential Knowledge and Skills needed in this cluster, create a list of print resources which would be helpful in researching career information, and practice working with a team member while constructing a file card “car”.

Course Objectives:

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

Lesson Objectives:

Students will...

- Identify pathways in the manufacturing career cluster.
- Determine the Essential Knowledge and Skills that apply to the manufacturing career cluster.
- Evaluate helpful coursework when preparing for manufacturing careers.
- Prepare a list of print resources for career information.
- Select a career cluster which matches his/her own interest.
- Identify their Essential Knowledge and Skills within the manufacturing career cluster which he/she wants to improve.
- Practice working as a team member to accomplish a task.
- Assess their Technical Skills on the CALS assessment.

Time: Four class periods

Required Materials: 3 File Cards, Paperclips, Straw, Tape, Scissors, Nebraska Career Education chart for Essential Knowledge and Skills in all career clusters, check list “What Skills Do I Want to Improve?,” activity sheet with list of printed resources from library, a place to take notes about each source, Nebraska Career Connections at www.NebraskaCareerConnections.org

Optional Resources: Career information in the career library, Nebraska Career Information System at ncis.unl.edu, States’ Career Clusters at www.careerclusters.org, www.dreamit-doit.com

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

Content and Teaching Strategies:

Anticipatory Set

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

Lesson Components

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

- What education is available?



7. Students should complete the activity sheet entitled “What Skills Do I Want to Improve?”, consider classes and extended learning which may assist the efforts to improve skills, and make an entry in their student notebook identifying what skills they want to improve and how they will improve each skill.



8. Students should update the CALS assessment.

Optional Student Activity:

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

Lesson Closure:



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

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

Essential Knowledge and Skills Connection

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

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

Formative Assessments:



In the student notebooks, students should write down the skills they have for the manufacturing career cluster. They should also complete list of printed resources they would find helpful to research a career cluster. List beside each source the type of information it provides. Finally, students should complete the Technical Skills portion of the CALS assessment at the end of this lesson.

Sources

Name: _____

Name of source	Level of usefulness 5,4,3,2,1(low)	Type of information provided
Dictionary of Occupational Titles		Brief definition of a specific occupation
Occupation Outlook Quarterly		

What Skills Do I Want To Improve?

Name: _____

Essential Knowledge and Skills for Manufacturing Career Cluster

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

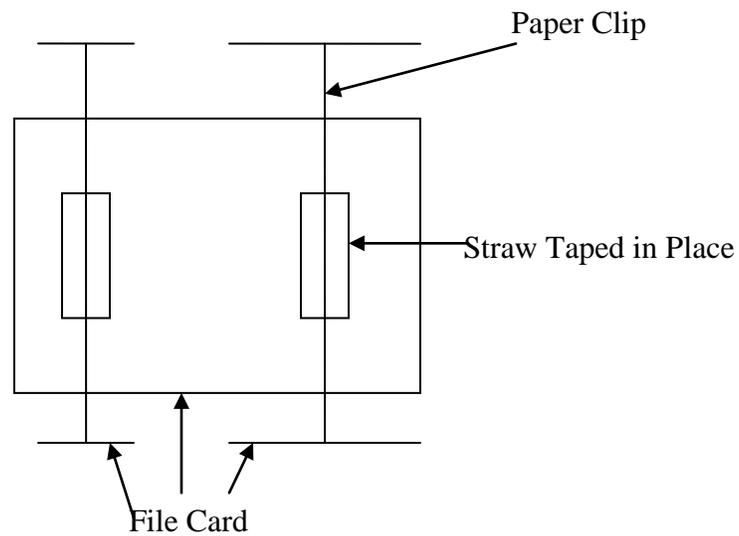
Skill	I Have All of These Skills	I Have Some of These Skills	I Want to Improve These Skills	My Plan for Improving Skills
LEADERSHIP AND TEAMWORK				
Provide group leadership				
Collaborate with others				
PROBLEM SOLVING AND CRITICAL THINKING				
Formulate solutions to problems using critical thinking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

My overall plan for improving my Essential Knowledge and Skills...

Card Car

Name: _____

FILE CARD CAR: Use one 3X5 card as the base of the car. Cut four wheels from remaining file cards. Tape two pieces of straw on bottom of car for axels to rotate within. Unbend two large paper clips as axels, insert THROUGH straws. Attach wheels to paper clips.



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

Cluster: Science, Technology, Engineering and Math

Essential Knowledge and Skills: Problem Solving, Critical Thinking

Career Concepts: Postsecondary Options, Career Research

Summary: Students will be given the opportunity to complete the design process allowing them to discover what many careers are like in the Science, Technology, Engineering and Math (S.T.E.M) cluster. They will begin by receiving information on the design process, its components and its relationship to many other problem solving processes. Students will then have the opportunity to implement the design process. After completing the design process on their own, students will be taught how it relates to most careers in the Science, Technology, Engineering, and Math cluster. Students will then create a profile on that career by researching it on the Internet. Note-taking versus plagiarism will be discussed before the research begins. Finally, students will present their profiles to the class.

Course Objectives:

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

Lesson Objectives:

Students will...

- Understand the steps of the design process.
- Implement the design process.
- Discuss the design process in relationship to careers found in the S.T.E.M. cluster.
- Research a career while taking notes.
- Develop a career profile.
- Present a career profile to the class.

Time: Four Class Periods

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

Optional Resources: An explanation of the design process can be found at www.brazosportisd.net/prog_services/cate/steps.htm, Online Occupational Outlook Handbook (also available in book format) at www.bls.gov/search/ooh.asp?ct=OOH, net.4careers.com/, www.NebraskaCareerConnections.org, EducationQuest Essential printed materials, Destination Imagination

PBS - Building Big computer interactive labs - www.pbs.org/wgbh/buildingbig/lab/index.html

Try Engineering: www.tryengineering.org/home.php

Engineering K-12: www.engineeringk12.org

Discover Engineering: www.discoverengineering.org

Contact the University of Nebraska - Lincoln (UNL). The College of Engineering offers DVD presentations (free to schools)

Guest presenters: N/A

Content and Teaching Strategies:

Anticipatory Set

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

Lesson Components

-  1. Briefly introduce the S.T.E.M. career cluster by presenting the “Cluster at a Glance”. (See page 116.) This “Cluster at a Glance” can be found at the Nebraska Career Connections website at www.NebraskaCareerConnections.org. Focus on the variety of programs of study and be sure to include the learning options available (example: Distance education).
-  2. Gather information as a class to develop a list of careers that fit into the S.T.E.M. career cluster. Examples can be found at the Nebraska Career Connections website.
3. Each student should choose a career in the S.T.E.M cluster that is interesting to them and develop a profile that consists of the following components:
 - a. Ten facts about the Career.
 - b. One paragraph about educational requirements.
 - c. One paragraph about helpful skills and aptitude.
 - d. At least 3 resources from the Internet or print materials.This can be done using the Internet and/or print resources. Students should be reminded how to take notes from the resources they are using and properly cite the source. They should also be reminded not to plagiarize their work. Students should then present this profile to the class allowing the class exposure to multiple careers found in the S.T.E.M. cluster. Once each student has presented they should announce to the class the field, cluster, pathway and specialty the career they chose fits into.
-  4. Students should be introduced to the design process which a variation of is used in almost all careers found in the S.T.E.M. cluster. The steps of the design process are as follows:
 - i. State the problem
 - ii. Research
 - iii. Think of alternative solutions
 - iv. Choose the best solution
 - v. Implement
 - vi. Evaluate

Using the design process, students will complete a structure building activity in groups:

- a. Students are divided into small groups (three to four) students

Science, Technology, Engineering & Mathematics Career Cluster



- b. Each group is told they must build a free standing structure which can hold 15 textbooks at least 2" off the ground – you can tell them what materials they may use to solve the problem but do not give them the materials until they have completed their research, developed possible solutions and selected the best solution
- c. Research – to study the impact of force on a geometric, have students go to: www.pbs.org/wgbh/buildingbig/lab/shapes.html or have them look at different tessellations in math, from artists (M. C. Escher), or nature (bees honeycomb)
- d. Students sketch possible solutions
- e. Students choose the best solutions
- f. To implement, each group is given the following list of materials
 1. 8 inches of tape
 2. One sheet of 8 ½" x 11" notebook paper
 3. One pair of scissors
- g. Students should then be required to evaluate their success or failure.

For additional Career Cluster Information, visit: www.NebraskaCareerConnections.org.

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

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

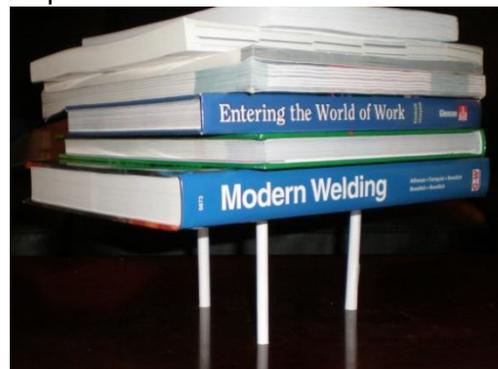
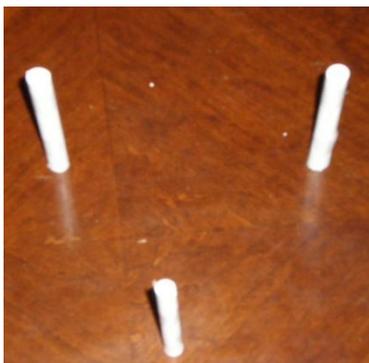
Example Science, Technology, Engineering & Mathematics Postsecondary Programs of Study

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

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

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

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



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



- a. Mathematician
 - b. Environmental engineer
 - c. Chemical technician
 - d. Material scientist
 - e. Mechanical drafter
 - f. Engineering manager
 - g. Statistician
 - h. Commercial and industrial designers
 - i. Drafters
 - j. Inspectors
6. Students should complete a design worksheet to hand in to be graded.
7. Students should retake the CALS assessment in the area of problem solving.



Lesson Closure

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

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

Design Reflection Worksheet

Name(s): _____

Directions: Complete this worksheet using the printed resources provided, or go to www.NebraskaCareerConnections.org.

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

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

What careers would be involved in creating this product?

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

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

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

What are two others things I have learned?

What is one question I still have?

Sample Career Profile

Name: _____

Profile: Engineer

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

Education and Training

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

Helpful Skills and Aptitudes

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

Information Source

Society of American
Registered Engineers
www.sara-national.org

Occupational Outlook
Handbook
www.bls.gov/oc

Lesson Title: What's My "Role"?

Career Cluster: Health Science

Essential Knowledge and Skills: Employability and Career Development

Career Concept: Extended Learning Opportunities

Summary: Students will research Health Science careers with regard to pathways and career specialties in this cluster, review Essential Knowledge and Skills, investigate career opportunities in the Health Science cluster, interview school organization sponsors and officers to investigate skills developed within these organizations, prepare and present role play situations to display well developed Essential Knowledge and Skills needed in the health science career cluster.

Course Objectives:

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

Lesson Objectives:

Students will...

- Identify numerous career pathways and specialties within the health science career cluster.
- Identify Essential Knowledge and Skills in the health science career cluster.
- Compare Essential Knowledge and Skills in the health science career cluster with those in the science, technology, engineering and math career cluster.
- Interview school organization sponsors or officers in health related groups i.e. FFA, FCCLA, DECA, FBLA, 4-H, Boy's/Girl's Scouts etc.
- Assess their leadership skills on the CALS assessment.
- Practice Essential Knowledge and Skills by writing and presenting role play situations which display a specific skill needed in the health science career cluster.
- Write journal entry to document personal plans for improving Essential Knowledge and Skills.

Time: Four class periods

Required Materials: Nebraska Career Education Model, Nebraska Career Connections at www.nebraskacareerconnections.org, list of all school organizations, list of career clusters and Essential Knowledge and Skills, school organization sponsors and officers, and a list of questions to ask school organization representatives.

Optional Resources: Career information in the career library, Nebraska Career Information System at ncis.unl.edu, States Career Clusters at www.careerclusters.org, U.S. Department of Labor at www.bls.gov/oco/cg/cgs035.htm, United States Department of Health and Human Services, www.hhs.gov
Nebraska Rural Health Education Network, www.unmc.edu/dept/rhen/

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

Content and Teaching Strategies:

Anticipatory Set



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

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

Lesson Components

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

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

- What service projects and learning activities does your organization plan and carry out?
- What are the tasks for each officer in your organization?
- What opportunities do members have to plan and participate in projects and learning sponsored by your organization?



5. Students should have a class discussion after students conduct interviews. Use these talking points:
 - What opportunities are available when you are a member of a school organization?
 - How could school organizations help develop your skills?
6. Identify Essential Knowledge and Skills needed to work in health science career cluster based on Nebraska Career Education charts.





7. Compare Essential Knowledge and Skills (EKS) needed to work in health science career cluster based on Nebraska Career Education charts with the EKS in the science, technology, engineering and science career cluster.



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

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



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

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

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

Essential Knowledge & Skills Connection

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

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

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

Formative Assessment:

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

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

Career Cluster: Law, Public Safety & Security

Essential Knowledge and Skills: Ethics & Legal Responsibilities; Safety, Health and Environment

Career Concepts: Career Information

Summary: Students will have the chance to think about ethics and legal responsibilities and how the law affects them. They will be introduced to the definition of ethics & legal responsibilities and will participate in discussions about examples of positive & negative behaviors on the job and the impact of those actions on one's job and in other areas of their lives. Students will identify an example of ethical or legal problem for an assigned cluster and decide how to respond to a situation with feedback from the class and teacher. Students will evaluate their own skills in the area of ethics and legal responsibilities by completing the CALS assessment. Students will then explore the Law, Public Safety and Security career cluster. They will be using phone books to locate individuals/businesses/agencies that practice the career specialties of this cluster. Finally, students will make a visual representation of the cluster for display.

Course Objectives:

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

Lesson Objectives:

Students will...

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

Time: Four Class Periods

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

Optional Resources: Glencoe’s *Exploring Careers*, Glencoe’s *Entering the World of Work*, free lesson on workplace ethics at: www.careersolutionsgroup.com/ItsForReal.htm, *The Daily Dilemma Archive* www.goodcharacter.com/dilemma/archive.html, *Reaching the Age of Majority: Your Legal Rights and Responsibilities* book published by the Nebraska State Bar Foundation (revised, February 2006), Nebraska driving laws: www.dmv.state.ne.us/examining/licpermits.html.

Guest presenters (Optional):

- Human resource managers, supervisors, managers, owners of local businesses, etc. to talk about importance of ethics & legal responsibility in the workplace.
- Lawyers and law enforcement to talk about the consequences of breaking the laws and unethical behavior in the workplace and in life.
- Representatives of the career specialties of the Law, Public Safety, and Security cluster identified by doing the phone book activity in this lesson. Have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers using “Guidelines for Career Guest Speakers” found in the supporting documents.

Content and Teaching Strategies:

Anticipatory Set

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

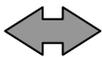
Lesson Components

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

If the students have difficulty getting started on the assignment, offer examples to the class.

Some examples of legal responsibilities/ethical dilemmas could be:

- Business, management, and administration: cashiers – keeping track of money (counting and giving the right change); someone who is poor and can’t pay the full amount (only a few cents short).
- Human services: babysitters/childcare workers – watching children closely and not hurting them; the rule says you can’t take children out of the play area, but there is a neat educational opportunity right across the street.



- Agriculture, food, and natural resources: lawn care – knowing which pesticides/herbicides can be applied and where/how much; a customer asks you to do a little extra work on the side without telling your employer.
- Hospitality and tourism: food service – providing a safe product for people to eat; a boss telling his workers to serve a little less food on the plate so the profit margin is bigger.

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

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

4. Alternative Options:

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

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

- Students should have a discussion using the following talking points:

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

5. Either on paper or online, have students complete the legal responsibilities and ethics section of the CALS to evaluate/reflect on their own skill levels in this area.
6. Distribute “Decisions” activity sheet and ask students to look at each of the questions and mark their opinion. After everyone is finished, instruct students they will be “taking a stand” under the



sign that reflects their opinion, but they will be able to change their minds at any time. The rules for the “Decisions” activity are:

- a. Stand under a sign and explain your given answer. These are opinions so everyone has a right to their own thoughts.
- b. You can change your mind and move at any time.
- c. Listen to what others have to say.
- d. You may restate your opinion but there is no arguing

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

7. Lead a discussion using the following talking points:

- Laws and the legal system are just one part of the law, public safety, and security cluster.
- Have students use the “Cluster at a Glance” for law, public safety, and security on Nebraska Career Connections at www.nebraskacareerconnections.org or in print. Have the students read through the pathway descriptions. With the excess of law related TV shows on TV, you could also have students relate these pathways to jobs they’ve seen on TV shows. Make sure to point out stereotypes of these career specialties and how the people working in them are portrayed on TV. TV shows are for entertainment and don’t always show us the “real” picture. If they have family members working in these pathways, they can share about those jobs as well.

8. Alternative option: If you have access watch the video on the Nebraska Career Connections web site on the law, public safety, and security cluster.

9. Get multiple telephone books for students to use. These could be just local area or you could include surrounding areas. If you are in a rural area you may want to include cities. Break the students into five teams, one for each pathway in the cluster. Have them look through the phone book yellow pages and white pages for individuals/businesses/agencies that fit into the pathways of this career cluster. Provide key terms to look for: correction, law, attorneys, emergency, fire, legal, security, protective, etc. If multiple phone books are not available, the Internet could be used for this activity. Websites such as www.switchboard.com and www.dexonline.com can be used to search for local or statewide resources. The phonebook activity is also a part of the human services cluster lesson, if regular phone books were used for that lesson, this would be a good time to teach students how to access and use an online phone book.

11. Have students record the resources from the phonebook on the “Telephone Directory” activity sheet. The students will then choose one person from each group to report their findings to the rest of the class. The following talking points can then be used for classroom discussion:



- a. What pathways look interesting to them?
- b. What type of coursework should they consider taking if they are interested in this cluster or pathway?
- c. What high school activities/organizations should they join if they are interested in this cluster or pathway?
- d. What types of characteristics/strengths would people in this cluster or pathway need to have?

Lesson Closure

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

Essential Knowledge & Skills Connection

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

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

Formative Assessment:

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

Ethics Scenario

Name: _____

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

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

Group Brainstorm

Name (s): _____

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

Cluster	Problem (explain)	Solution
	1.	
	2.	

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

Decisions

Name: _____

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

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

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

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

Decisions – Answer Key

Answers for #1, 2, 4 & 5 come from the “Reaching the Age of Majority: Your Legal Rights and Responsibilities” book published by the Nebraska State Bar Foundation (revised, February 2006).

Answer for #6 is from www.dmv.state.ne.us/examining/licpermits.html

These are the laws for the state of Nebraska.

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

Without parental consent at age 19 – with parental consent at 17.

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

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

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

Required to attend school to age of 16.

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

In Nebraska, the age of majority is 19.

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

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

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

School permit age 14 with other limitations – Learner’s Permit age 15 with other limitations. The Provisional Operator’s Permit allows an individual to operate a motor vehicle unsupervised in Nebraska from 6 a.m. to 12 midnight. Individual may only drive unsupervised between 12 mid-night and 6 a.m. if they are driving to and from home to work or a school activity. Individual may drive anytime if they are accompanied by a parent, guardian or licensed driver who is at least 21. Minimum age: 16.

Rubric for Collage

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

Required elements:

At least seven words and pictures that represent your pathway

Fill up the space you are assigned

Please give your pieces on your sheet neatly

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

Total Score _____

Lesson Title: There Ought to Be a Law

Career Cluster: Government and Public Administration (G&PA)

Essential Knowledge & Skills: Employability and Career Development, Problem Solving

Career Concepts: Post-Secondary Options, Military Options

Summary: Students will be introduced to the Government and Public Administration cluster. Students will review the pathways and Essential, Knowledge and Skills associated with the cluster. Students will view the videos, sample learning plan, and school and community extended learning activities that lead to preparation for a career in this cluster through the use of Nebraska Career Connections (NCC), as well as become familiar with the military as an option for training after high school. A concentration on the Employability and Career Development Essential Knowledge and Skills section will be discussed and evaluated.

Course Objectives:

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

Lesson Objectives:

Students will...

- Identify career specialties associated with Government and Public Administration cluster.
- Identify several people/occupations in their community that are involved in the cluster.
- Gain an understanding of the knowledge and skills specific to this cluster with a concentration on Employability and Career Development skills.
- Discuss the academic preparation necessary to pursue Government and Public Administration career specialties.
- Identify the branches of the military and connections between military and civilian careers.
- Identify Employability and Career Development skills and complete the corresponding area on the CALS assessment.

Time: Four class periods

Required Materials: List of government officials available for presentation, computers with internet access, www.nebraskacareerconnections.org, copies of worksheets

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

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

Content and Teaching Strategies:

Anticipatory Set

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

Lesson Components

1. Introduction to G & PA Cluster using “There Ought to Be a Law” activity
*Have students choose an issue and complete the worksheet before sending an email to their chosen official or newspaper.
2. Show G&PA video and review Essential Knowledge and Skills for government and public administration career cluster found at www.nebraskacareerconnections.org.
3. Identify employability skills and personal qualities through the use of the Nebraska Career Connections Essential Knowledge and Skills section.
4. Have students enter Nebraska Career Connections website and complete each of the discussion guides under Personal Learning Plans. Goal setting instruction worksheet attached. Remind students to keep in mind the employability skills and personal qualities that may be required to meet each of their goals.
5. Complete a self evaluation of current level of employability skills section through CALS assessment employability section. The employability section of the CALS deals with issues such as attendance, dress, accepting direction and criticism, etc. Discuss with students how these skills apply to all clusters, but are especially important to people who work in the public service area.
6. Identify ways to build the personal characteristics to be a valued employee through role playing. Examples are listed below:
 - Ask one student to act as a town council member that is always showing up late to city council meetings. Another student can serve as a town mayor. How can the mayor encourage the city council member to be on time without causing any hurt feelings?
 - Have students act as a town mayor and personal assistant. The town mayor has just realized that the governor called and asked to be called back immediately but the mayor never got the message. What can the mayor do to fix the situation and improve work skills of the assistant while still keeping a positive work environment?
 - You are the human resources director for the police department and it has recently been pointed out that none of the police officers are handing in their reports on time. How would you handle the situation?
7. Show and discuss the Personal Learning Plan necessary to support entry into a career specialty in government and public administration career cluster. The sample learning plan can be found on Nebraska Career Connections. Suggesting classes offered in the local school is recommended.
8. Presentation from workers in the government and public administration career cluster (optional).

9. Introduce the military opportunities by logging into the military website at www.todaysmilitary.com. Complete military quest worksheet. If possible, use a presentation from military recruiter who would explain the purpose, entrance requirements, opportunities and careers available in the military.

Lesson Closure

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

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

There Ought to Be a Law

Name: _____

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

Government agency:

Identify issue:

Groups or persons involved/affected by the issue:

Proposed solution:

Arguments/evidence supporting solution:

Attach a copy of the letter or email sent to the government official.

Complete the evaluation form.

Evaluation of Government and Public Administration Cluster

Name: _____

Issue Level: ___Local ___State ___National

Person Contacted: _____

Career Specialty _____

Knowledge and Skills Used:

___Academic Foundations: What school subjects that helped you or could help you address his issue?

___Communication: What methods did you use to communicate your ideas? Did you receive a response?

___Employability & and Career Development: If you wished to pursue additional activities in this cluster, in which activities might you participate?

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

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

___Information Technology Applications: What technology did you use to research your issue?

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

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

___Systems: What government agencies are involved in the problem and solution to your issue?

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

Goal Setting

Name: _____

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

Login to: www.nebraskacareerconnections.org.

Enter your user name and password. (If you have not entered the system before, check with your instructor for login instructions.

Click on My Portfolio on the left hand menu.

Under Personal Learning Plan, click on Discussion Plan.

Click on Setting Living Goals.

Enter your response to each of the questions.

Click on Setting Earning Goals.

Enter your response to each of the questions.

Click on Setting Learning Goals.

Enter your responses to each of the questions.

Your responses will automatically be saved in your portfolio on the Nebraska Career Connections system.

Things to think about:

- What do I wish to accomplish?
- What steps do I need to take to achieve my goals?
- Does the career cluster I have selected fit within my goals?
- Does my Personal Learning Plan reflect my goals?
- What additional information do I need to pursue to help me reach my goals?
- What does my personal “road map” look like now that I have completed the goal setting activity? Do I need to make any changes to reach my destination?
- What detours might I encounter on my adventure?

Good luck on your trip!

Military Quest

Name: _____

Complete the quest with information found on the military website www.todaymilitary.com. The capital letter serves as a clue to help you in your search.

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

1. **M** _____
2. _____ **I** _____
3. _____ **L** _____
4. _____ **I** _____
5. _____ **T** _____
6. **A** _____
7. **R** _____
8. _____ **Y** _____

9. _____ **O** _____
10. _____ **P** _____
11. _____ **P** _____
12. _____ **O** _____
13. _____ **R** _____
14. _____ **T** _____
15. _____ **U** _____
16. _____ **N** _____
17. _____ **I** _____
18. **T** _____
19. _____ **I** _____
20. _____ **E** _____
21. _____ **S** _____

MILITARY OPPORTUNITIES

Military Quest Answer Key

Complete the quest with information found on the military website www.todaysmilitary.com. The capital letter serves as a clue to help you in your search.

- | | |
|---|----------------------------|
| 1. Corps is the smallest branch and operates by land and sea | 1. M arine |
| 2. Joining process | 2. en I stment |
| 3. Part time military service State based | 3. nation A l guard |
| 4. Non-military | 4. civ I lian |
| 5. Branch that protects the nations coasts and waterways | 5. coast T guard |
| 6. Branch of ground forces | 6. A rmy |
| 7. Professional who provides information about the military | 7. R ecruiter |
| 8. Branch that is the most powerful naval force | 8. nav Y |
| 9. Basic training camp | 9. bo O t |
| 10. Sent into active battle | 10. de P loyed |
| 11. Money paid to attend college; tuition | 11. su P port |
| 12. Putting skills and training to the test | 12. missi O n |
| 13. 4100 _____ opportunities | 13. caree R |
| 14. Base, fort, or camp | 14. ins T allation |
| 15. Ability or potential to learn a certain skill | 15. aptitu D e |
| 16. Specialized skill training | 16. adva N ced |
| 17. Branch that ensures air superiority | 17. a I r force |
| 18. Extraordinary jobs require extraordinary _____. | 18. T raining |
| 19. The _____ role of the United States Coast Guard is to protect the safety of our nation's coasts and waterways | 19. pri M ary |
| 20. Part time military service | 20. res E rves |
| 21. Armed services military aptitude test | 21. a S vab |

MILITARY OPPORTUNITIES

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

Career Cluster: Human Services

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

Career Concepts: Career Information

Summary: Students will begin this lesson by brainstorming activities for babysitting small children or deciding how to spend “money” in a budget. They will then proceed to exploring the Human Services career cluster by looking closer at the pathways and career specialties and identifying the human needs that the pathways meet. They will be using phone books to locate individuals, businesses, and agencies that practice the career specialties in the Human Services cluster. Last, student groups will write public service announcements for the pathways in the Human Services cluster.

Course Objectives:

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

Lesson Objectives:

Students will...

- Explore the Human Services career cluster.
- Identify local people, businesses, and agencies that practice the career specialties that fit into the pathways of this cluster.
- Create Public Service Announcements (PSA’s) for the Human Services pathways.
- Reflect upon how the Human Services career cluster pathways help them meet their own human needs.
- (Optional project) Plan and conduct a community service project.

Time: Three class periods

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

Guest presenters: Optional presenters could be identified by completing the phone book activity in #4 below – have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers.

Content and Teaching Strategies:

Anticipatory Set (3 options)

Option 1: Read to students:

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

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

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

Follow up to both Option 1 and 2: Next, ask students what need is being met through your babysitting services or creativity in brainstorming activities for preschoolers? Babysitting and child care are jobs that you can do at your age and on your own. There are many areas and levels of child care (certificate or license for being a nanny all the way to a doctoral degree in special education and communication disorders). Working with children and learning about their development is the Early Childhood Development & Services pathway of the cluster you will be learning more about: the Human Services cluster. In this cluster you will see the pathways help meet human needs and there are times when you have to be flexible, creative and work with the limited resources you have on hand to meet those needs.

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

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

Option 4: Using the website feff.arizona.edu/ Brainstorm a list of Needs and Wants then have students categorize accordingly.

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

Lesson Components

1. Discussion: Make sure students have a clear understanding of the differences of Human needs v. Wants. What are people's physical, mental, emotional and social, spiritual, and financial needs? Brainstorm and record lists of needs on visual in front of the class. The human services cluster is made up of careers that help meet people's needs. (feff.arizona.edu)
-  2. Break the class into five groups and assign each group a pathway. Each group must get the Human Services Cluster at a Glance either on Nebraska Career Connections at www.nebraskacareerconnections.org or in print and read through the pathway descriptions. On a sheet of paper or area of the board, have each group write their pathway and the human "needs" their pathway addresses. Have students use the words from activity one and add any other needs they can think of as they read through the pathway descriptions. After all groups have their information posted, have each group tell about the needs their pathway addresses. Note: Many of these pathways also offer opportunities for entrepreneurship and the connection to the Business, Management, and Administration career cluster. Also, have students look through the example of Human Services Postsecondary Programs of Study. Point out the different degrees available in this cluster.
3. If you have access, you may have students watch the videos on the Nebraska Career Connections web site. After you click on the human services cluster, there is a video link to click on.
4. Get multiple telephone books from just the local area or it may be useful to include cities if located in a rural area. Students may stay in the same teams as activity two. Have them look through the phone book yellow pages and white pages for individuals, businesses, and agencies that fit into their pathway of this career cluster. Key terms to look for are in their pathway descriptions on the Cluster at a Glance sheet. Have them record on activity sheet and later present to the rest of the class. This can become a resource if you choose to have a panel of speakers.
5. Group discussion: Use the Cluster at a Glance as a reference, as well as your high school course selector and available extended learning activities.
If a student is interested in one of the pathways of this career cluster,
 - What type of coursework should they consider?
 - What extended learning activities should they participate in?

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

If you choose to do this activity, make sure to connect it back to the Human Services cluster and the pathway or specialty with which it correlates. This project can also be connected to the Business, Marketing, and Management Cluster. Point out the Essential Knowledge and Skills the students are practicing or acquiring by planning and conducting the service project, as well as their involvement in meeting a community need.
 8. Optional Activity: Do a phonebook search in the Yellow Pages for local/regional agencies that focus on human needs.



Lesson Closure

Each group will read their PSA’s to the class.

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Use rubric to evaluate the PSA's.

Cluster at a Glance

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



Human Services Career Cluster

■ Career Field: Human Services and Resources

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

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

■ Pathway Descriptions

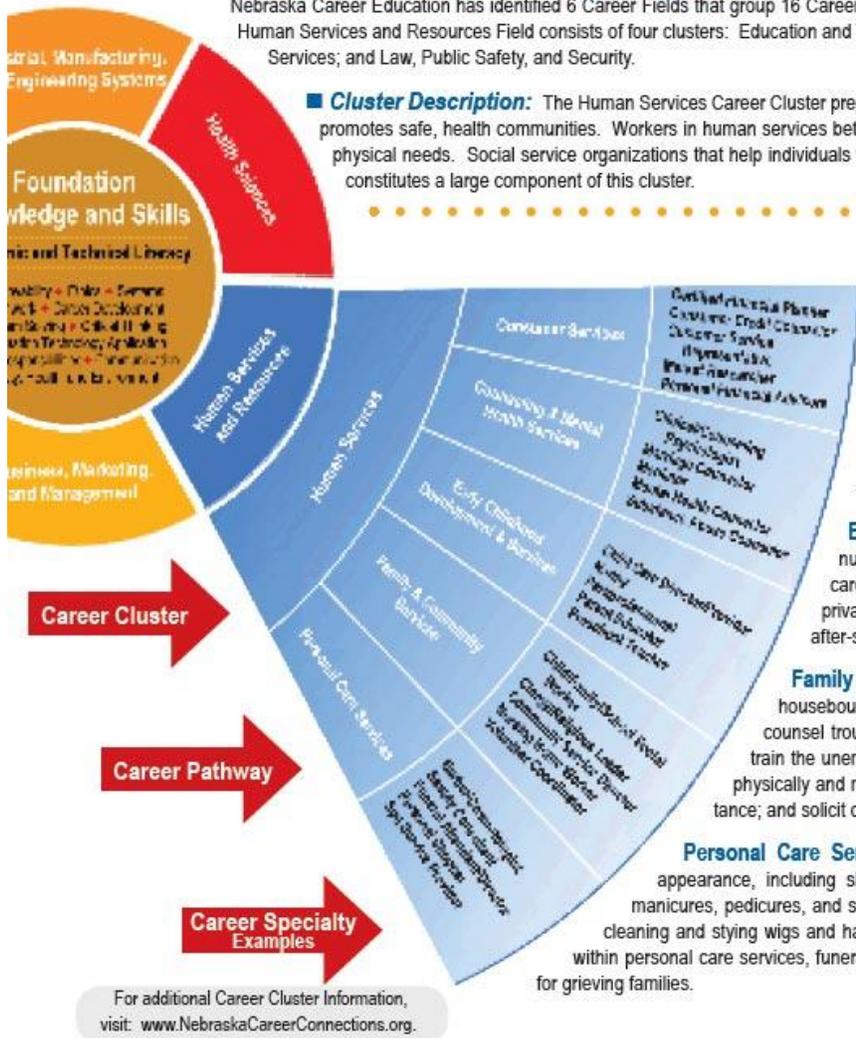
Consumer Services workers assist individuals with decisions and problems relating to finance, real estate, insurance, and consumer goods.

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

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

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

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



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

Rubric for PSA's

Directions: With your group write a Public Service Announcement that presents your assigned Pathway in the Human Services Cluster.

Description of a Public Service Announcement

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

Required elements:

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

Our audience _____

Assigned Pathway _____

Hook/Attention Getter _____

Resources Used _____

Proofread by _____

Attach copy of final script to this sheet.

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

Total Score _____

Students’ Comments/Reflection on Learning:

Teacher comments:

Lesson Title: Education: Looking Beyond the Classroom

Career Cluster: Education and Training

EKS: Teamwork and Critical Thinking

Career Concepts: Career Research, People as Source and Postsecondary Options

Summary: Students will learn about the Education and Training career cluster by brainstorming all the different people who work in the various aspects of education and training. They will use teamwork and critical thinking to gather information to create a web/graphic organizer to reflect a more effective work environment.

Course Objectives:

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

Lesson Objectives:

Students will

- Learn about the variety of careers in the education and training cluster.
- Prepare a list of questions to ask an education career professional.
- Work as a team to design a new school and make a presentation to the class.
- Take notes from a presentation on education and training careers.

Time: Four class periods

Required Materials: “Sample Interview Topics/Questions” activity sheet, access to www.nebraskacareerconnections.org

Guest presenters:

Education cluster professional(s)

Examples: District Office Staff, Principal, Teacher, Administrative Office Professional, Nurse, Counselor, Media Specialist, Post-Secondary Faculty or Staff Person, Human Resources Trainer, College or Technical School Instructor

Content and Teaching Strategies:

Anticipatory Set

1. Ask students to think about their middle school. What types of people does it take to run a middle school? What are some of the different education/training careers in the middle school? What are some training and education careers outside of school? Write the list of careers the students come up with on the board. If there are gaps, make sure to mention other possibilities such as: counselors, speech pathologists, mental health specialists, principals, etc.

2. Ask students if they think there are different careers needed to work in a high school compared to a middle school? What about at a college or institution of higher education? Add to the list on the board of other education/training careers at the high school and colleges. These could include things such as: career counselors, day care workers, chancellors, student support services – admissions & financial aid, social workers, etc.
3. Show the students the Education and Training Career Cluster from www.nebraskacareerconnections.org. Briefly discuss the pathways of Administration and Administrative Support, Professional Support Services, and Teaching and Training. Using the list on the board, discuss with the students which career pathway each career falls in.



Lesson Components

1. Tell the students that they will be divided into small groups and will be responsible for designing a new school. At the end of the lesson they will be presenting their school information to the class in a creative format of their choosing. Their first task will be to determine the type of school (day care, preschool, elementary, middle school, high school, college). Students should take into consideration their ability to gather information about the type of school they will develop prior to beginning. Students will be asked to do interviews with education personnel as part of the project. Therefore, if there is not a college in your area, students may want to choose a local school, preschool, or daycare. Encourage groups to have different school types if possible.



2. In small groups, students should brainstorm on the following information in their student notebooks. They should come to a consensus and designate a recorder to hand in their final decisions.
 - Name and location of the school
 - Type of school – elementary, high school, etc.
 - Determine the size of the school including the number of classrooms for each grade level.
 - Make a list of the education/training personnel you will need to open the new school. For instance, teachers, administration staff, counselors, etc. Ask the students to be as complete as possible when coming up with their list. Students will add to this information after small group interviews with classroom presenters.



3. Explain to the students the purpose of gaining career information through people as a source. Discuss what information professionals can share with students to help them make informed career decisions.
4. Arrange a visit from different educators to come into the classroom to talk to students. If possible, there should be a variety of educators, such as a teacher, administrator, counselor, speech pathologist, etc. There should be at least one educator per group (if you have four groups, you should have four educators). Students will divide up into their work groups and put together a list of questions for the educators prior to their classroom visit. The interview questions should include the following topic areas, but are not limited to (see Sample Interview Topics/Questions Handout):

- Types of careers available within an education related setting
- The job environment in an education related setting
- The types of working conditions experienced in an education related setting
- The education necessary for the careers available
- The salary range for careers available

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

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



Lesson Closure

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



- The education and training career cluster would be interesting because.....

Essential Knowledge and Skills Connection

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

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

Sample Interview Topics & Questions

Name: _____

Career Description

What duties do people in the career have?

What skills do people in this career have?

Working Conditions

What type of environment does a person in this career work in?

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

Earnings

What would be the starting salary for a person in this career?

Are there opportunities to increase the salary?

What are some of the benefits associated with this career?

Education

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

What other qualifications are good to have?

Which college and university programs are related to this career?

Does this career require any special licensing or certification?

Career Path

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

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

What are some related careers?

Other

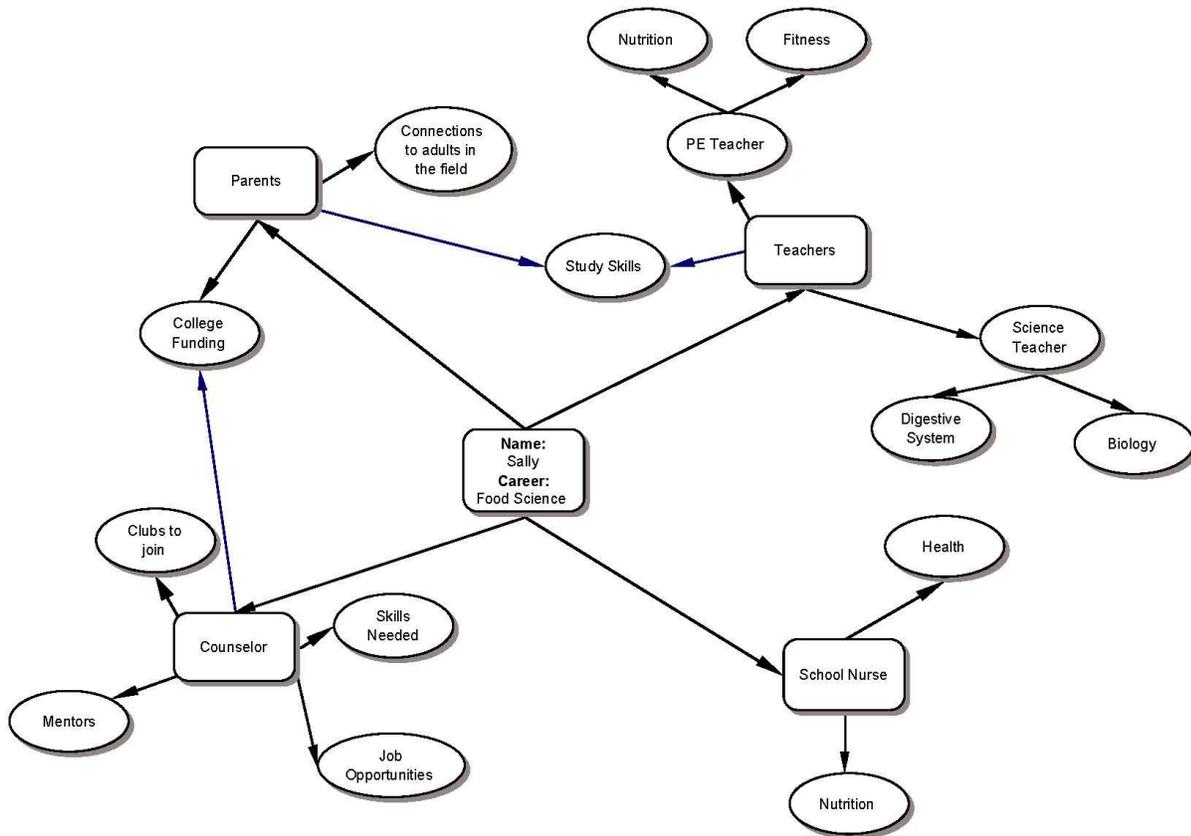
What is the most difficult part of getting into this career?

What is your favorite part of this career?

What is your least favorite part of this career?

What does it take to succeed in this career?

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



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

Lesson Title: Exploring My “Market”

Career Cluster: Marketing, Sales, Service

Essential Knowledge and Skills: Critical Thinking, Problem Solving

Career Concepts: Extended Learning Information

Summary: Students will utilize the Nebraska Career Education Model to identify careers and pathways in the Marketing cluster, discover a variety of extended learning opportunities within the school and their community, and identify the Essential Knowledge and Skills necessary in the Marketing career cluster.

Course Objectives:

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

Lesson Objectives:

Students will...

- Develop a list of careers and pathways in the Marketing cluster.
- Compare/contrast these careers and pathways to the careers in the Business, Management and Administration career cluster.
- Prepare a marketing plan to sell a product.
- Develop a list of extended learning opportunities relative to the Marketing career cluster.
- Prepare to interview professionals and in the Marketing cluster.
- Interview school or community professionals regarding extended learning opportunities.
- Develop a plan to complete a service learning project related to a Marketing career cluster or one related to his/her own interest which would provide opportunity to gain Essential knowledge and skills.

Time: Four to five class periods

Required Materials: List of school organizations (beginning with the suggestions in the Nebraska Career Education charts), list of numerous professional community business resources, list of career clusters and Essential Knowledge and Skills from Nebraska Career Education, interview questions, Personal Learning Plan, poster board, markers.

Optional Resources: Career information in the career library, Nebraska Career Education material, Nebraska Career Information System at ncis.unl.edu, States Career Clusters at www.careerclusters.org, Nebraska Career Connections at www.nebraskacareerconnections.org, school, college and community business professionals

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

Content and Teaching Strategies:

Anticipatory Set



Have a class discussion on the following talking points:

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

Lesson Components

1. Provide an overview of the Marketing Cluster.
2. In small groups, students should select a product currently on the market and develop a marketing plan to sell this product. Determine the customer base and type of marketing to be utilized (text messaging, t-shirts, billboards, bus benches, give away products, internet, car wraps, bumper stickers, barn roofs, etc.). Students will then write the script or copy for their advertising campaign keeping in mind their customer base. After writing the script, students will determine where the marketing/advertising shall be published, aired, or displayed. Students should put together the information for their marketing campaign on a poster board and be prepared to share their ideas with the class. Ask the class to comment on the proposal and whether or not they would be inclined to purchase the product based on the advertising promotion shared.
3. Produce a list of school organizations that are active in your school, e.g., FCCLA, FFA, Student Council, dance team, sports, National Honor Society, Yearbook staff. Identify local businesses related to these organizations.
4. Use these talking points with the students in regards to the school and business resources:
 - Benefits of belonging to school organizations to improve Essential knowledge and skills
 - Benefits of volunteering in community based business related activities to improve Essential Knowledge and Skills
 - Marketing cluster, pathways, and career specialties
 - Benefits of speaking to a professional for career information
5. Invite professionals from the marketing cluster to your classroom. If there are not sufficient community resources for speakers, consider having students or sponsors from school-related marketing clubs and/or associations. In round robin style, small groups of students will interview three or four business professionals (about five minutes with each professional). Another option is to send a brief questionnaire to ten business or marketing professionals asking them to complete the list of questions. If this is done, use their answers in the classroom with a round robin discussion. **Note:** You may use groups of three to four students and have each group recruit an appropriate guest speaker.



- ★ 6. Prepare to interview business professionals in the classroom regarding a career in marketing and the Essential Knowledge and Skills needed for this cluster.
7. Have students prepare a list of interview questions and then review list with the class. Prepare a final list of questions to use when speaking to the marketing professionals (see example provided).
8. Compare with classmates what skills are needed in the marketing career cluster and identify which skills each student will want to improve.
9. Extend the connection between marketing tasks and corresponding skills required by having students work in pairs or small groups to complete the marketing task assignment (directions and activity included).

Lesson Closures

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

Essential Knowledge and Skills Connection

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

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

Formative Assessments:

- ★ Students will identify a professional they could interview regarding an extended learning opportunity in marketing and prepare a plan for interviewing that professional. Students should take the Problem Solving and Critical Thinking section of the CALS assessment after the completion of this lesson.

- ★ **OPTIONAL:** Students plan and complete a service learning project in your school or community which would give them the opportunity to improve their own Essential Knowledge and Skills. Students should share their documentation with the instructor. For example, students could volunteer to assist in an advertising campaign or help set up a merchandise display.

Interview Resources

Questions to consider when interviewing marketing professionals:

What skills are needed in your career?

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

(Extended learning opportunities-volunteer work, job shadow, part time work ...)

What training is needed in your career?

Sample letter to mail to a professional:

(Include the list of Essential Knowledge and Skills from the Nebraska Career Education packet)

Date:

Dear:

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

Your name:

Your career:

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

Thank you for helping us research marketing and business careers.

Career Education Class

Marketing Task Instructions

Name: _____

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

Marketing Tasks:

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

Lesson Title: Takin' Care of Business

Cluster: Business, Management, and Administration

Essential Knowledge and Skills: Information Technology Application, Communication

Career Concepts: Career Research, Extended Learning Opportunities

Summary: Students will be able to identify entrepreneurial skills and characteristics in the Business, Management and Administration career cluster. Students will identify how EKS communication and information technology skills will be applied to this career cluster. Activities may include researching Nebraska entrepreneurs, assessing student entrepreneurial skills and characteristics and optional guest speakers.

Course Objectives:

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

Lesson Objectives

Students will . . .

- Describe the Business, Management and Administration career cluster
- Define entrepreneur
- Understand the role of entrepreneurs in today's economy
- Distinguish between a good and a service
- Explain opportunity costs

Time: Four class periods

Required Materials:

- www.nebraskacareerconnections.org
- www.neded.org/files/assist/products.html
- Internet access
- Student copies of p. 1-5 and Activity: Are You a Potential Entrepreneur? (Parts 1 & 2)
- Poster paper
- Entrepreneur speakers
- Copies of speaker handouts

Content and Teaching Strategies:

Anticipatory Set:

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

Lesson Components:

1. Students will research this career cluster using the Internet, print materials, or community resources. Students should take notes on their research. Students should be reminded to cite the sources of their research. This information can be used in a final project.
2. Entrepreneurs—What do they do?
 - Read p. 1-4
 - Access www.neded.org/files/assist/products.html (If you do not have access to student computers, make copies of web page information from several businesses at this site.) Research a Nebraska entrepreneur and answer these questions:
 - a. What problem did the entrepreneur solve?
 - b. What group of people will want to buy the good or service offered by the business? (i.e. male/female, age range, income, geographic area)
 - c. Does the business provide goods or services?
 - d. Identify a need or want the entrepreneur has satisfied.
 - e. If the entrepreneur has created the business because of a special event, identify the event.
 - f. Identify a surprise the entrepreneur created when the product/service was developed.
 - g. What opportunity cost (i.e. time, money, one location instead of another) did the entrepreneur experience as a result of his/her business?
3. Identifying Entrepreneurial Opportunities
 - Read p. 5
 - Brainstorm your entrepreneurial possibilities. On a sheet of paper or in a word processing document, answer these statements:
 - a. I wish there was . . .
 - b. If only I had . . .
 - c. I've always been bothered by . . .
 - d. This would be much better if . . .
 - e. There needs to be more of or less of . . .
4. Are you a potential entrepreneur?
 - Handout - Part 1: Entrepreneurial Characteristics
 - Handout - Part 2: Entrepreneurial Skills

5. Speaker will present information about his/her career in the Business, Management and Administration career cluster. The speaker will be given the relevant topic prior to the presentation. Students will take notes and ask their prepared questions. Alternative option: If a speaker is not available, the student may interview a professional outside of class and report back to class with the information learned.
6. Students will use the information gained in independent research, articles, and speaker presentation to create a poster including examples of business, entrepreneurship, communication, and technology applications occurring in your community.

Lesson Closure:

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

Formative Assessment:

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

Entrepreneurs

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Entrepreneurs: What Do They Do?

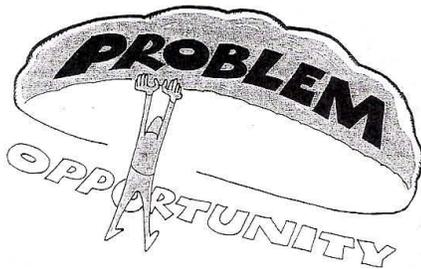
Every Problem Is an Opportunity!

Think about the following occupations and what these people do:

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

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

**Entrepreneurs
are problem
solvers!**

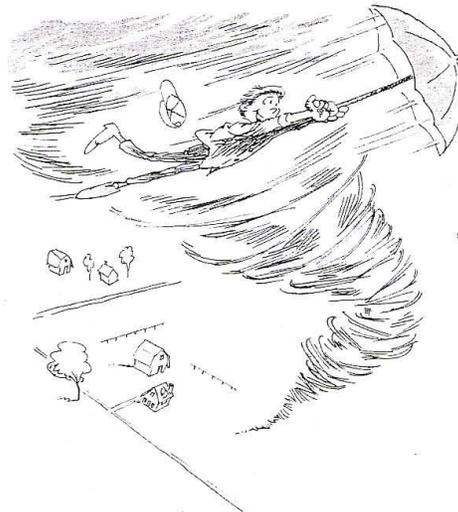


People often feel confused about what an entrepreneur is and what this person does. To understand the entrepreneur, who wants to “make a job” instead of “take a job,” think first about the word “problem.” Everyone encounters

problems every day. They frustrate, confuse and annoy most people unless those people happen to be entrepreneurs. Unlike many people, entrepreneurs view problems as opportunities. When they encounter them, they start looking for solutions. Entrepreneurs are problem solvers! If you see problems as opportunities to find solutions, then you may be an entrepreneur at heart.

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

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



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

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

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

**A good is something physical you can touch.
A service is something you provide.**

A **good** is something physical (tangible) that you can touch. Sometimes goods go by other names, such as "merchandise" or "items." Some examples of goods include cars, books, clothes, food, jewelry and baseball cards. A **service** is something that you cannot touch (intangible)—it is something you provide. A haircut is an example of a service. Yes, you can touch the hair, but you are paying for the *service* of having your hair cut. The hair was yours when you entered the haircutter's shop. Some other examples of services include tutoring, lawn mowing, pet care, Web page design, snow removal, and pool cleaning. We will sometimes use the words "business product" or "product" to refer either to a good or to a service produced by a business.

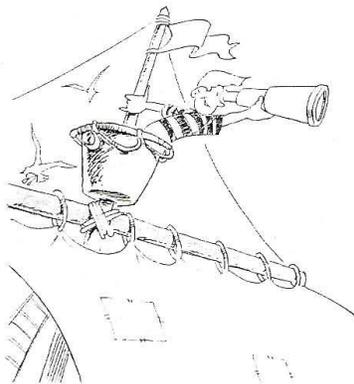
The Entrepreneur's N.E.W.S. – Read All About It!

One way to think about what motivates entrepreneurs is to consider the **N.E.W.S.** The "**N**" stands for needs and the "**W**" for wants. **Note:** Although economists are

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

usually careful to talk only about the **wants** of the marketplace, the average customer is more likely to think in terms of both needs and wants.) Entrepreneurs are also motivated by events—and that’s the “**E**.” Sometimes entrepreneurs find opportunities when special events occur. If aliens were to land on earth, you can be sure some enterprising entrepreneurs would see opportunities to create business ventures. Just think of the possibilities in arranging everything from Super Bowl appearances to parades and interviews on Oprah—or in creating and marketing space alien action figures.

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



On the Lookout for Opportunities

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

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

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

Everything Has an "Opportunity Cost" —Even an Opportunity

Entrepreneurs carefully consider their **opportunity cost**. For example, when they commit time and money to one entrepreneurial venture, they cannot be committing the same time and money to another. They must determine where it is wisest to invest their time and money, based on what their return or profit will be. Taking opportunity cost into consideration not only helps them make better decisions but also gives them greater confidence in their decisions, particularly when the decisions involve risk.



Giving People What They Want

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

Identifying Entrepreneurial Opportunities

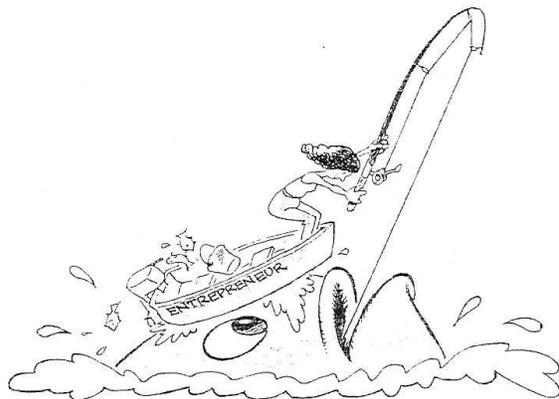
Now that you understand the characteristics and skills entrepreneurs must have, consider entrepreneurial possibilities that might be right for you.

Finding the Right Starting Place

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

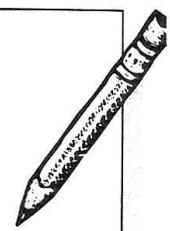
about them—perhaps you.

While opportunities are all around you, not all are worth pursuing. Before you decide that a particular opportunity is right for you, compile a list of possible opportunities.



Think of every problem, need, want, event and new possibility that you can. Do not worry at this point about whether something seems too hard, too easy, too large or too small.

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



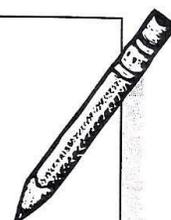
Activity: Are You a Potential Entrepreneur?

Part 1: Entrepreneurial Characteristics—A Personal Review and Assessment

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

I am a person who:	Strongly Disagree										Strongly Agree									
Is passionate, with strong feelings about things personally important to me	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is self-confident	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Has high self-esteem	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is capable of accomplishing whatever I set out to do	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is self-reliant	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is opportunity-oriented	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is forward thinking	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Has vision and goals	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Has drive and ambition	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is willing to work hard	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is willing to take a risk	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is competitive, especially against myself	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is creative	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Is willing to learn	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Add up your score. If it is over 100, you are a good candidate to consider entrepreneurship. If you scored less than 100, you may also be a good candidate for entrepreneurship. Remember, there is no set formula for who can or cannot be a successful entrepreneur. The purpose of this activity is to help you explore your interest in and abilities for entrepreneurship.



Activity: Are You a Potential Entrepreneur?

Part 2: Entrepreneurial Skills— A Personal Review and Assessment

Fill out the chart below, selecting the number that most closely corresponds to your skill in each area, with a "1" meaning the least amount of skill and a "10" meaning highest amount of skill.

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

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

Lesson Title: Vacation Time!

Career Cluster: Hospitality and Tourism

Essential Knowledge and Skills: Communication

Career Concepts: Postsecondary Options

Summary: Students will use their creativity to create a travel brochure for their hometown or a location of their choosing. They should be able to discuss information on housing, transportation, attractions, dining, cultural etiquette (if appropriate) and temperature. Students will then discuss the many careers that would have gone into making the brochure in real life, as well as the careers that are needed for someone to enjoy their vacation. Finally, the class will discuss the careers found in the Hospitality and Tourism career cluster.

Course Objectives:

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

Lesson Objectives:

Students will...

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

Time: Five class periods

Required Materials: Art supplies (markers, crayons, colored pencils, etc.), old magazines to cut from, sample travel brochures, a list of hospitality and tourism businesses and management in the community or surrounding areas. Desktop publishing software.

Optional Resources: Sample travel brochures at: www.ebrochures.com/ebrochures/Travel/, desktop publishing software.

Guest presenters: (optional) Travel agent, hotel manager, restaurant proprietor, event planner, banquet planner, chef, local school activities director, Chamber of Commerce representative

Content and Teaching Strategies:

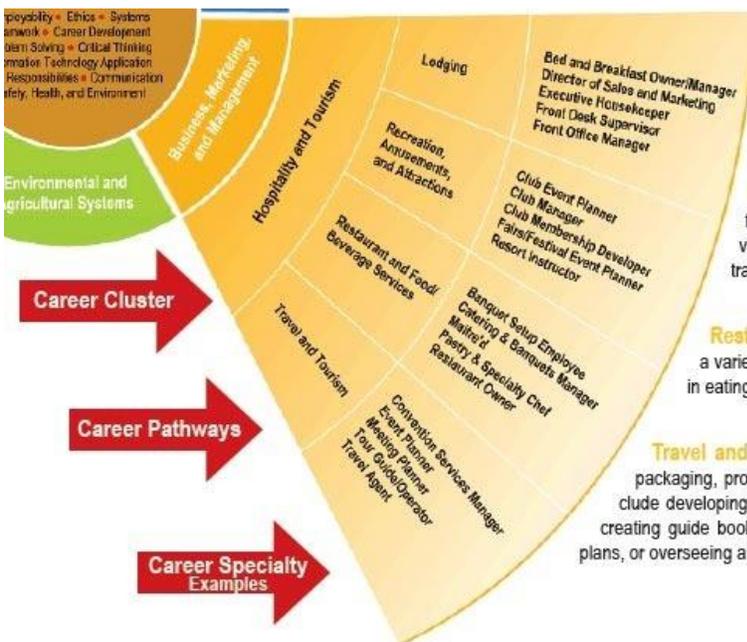
Anticipatory Set

The class should formulate a list on the board of what attracts people to different locations around the globe.

Lesson Components



1. Have a brief discussion on the careers that fall into the hospitality and tourism career cluster and how each career relates back to a field, cluster and pathway. This information can be found on the cluster at a glance below from www.nebraskacareerconnections.org.



Lodging employees perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.

Recreation, Amusements, and Attractions employees find the work demanding but never boring. Good customer service skills are essential. Technical skills are location-specific and training is handled on the job.

Restaurant and Food/Beverage Services employees perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.

Travel and Tourism employees focus on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans, or overseeing a convention center.

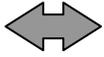


2. Begin a discussion with students on the importance of communicating and ways of communicating to others what an area has to offer in terms of creating economic development. Use the following talking points:
 - a. Why is communication important?
 - b. What are the different forms of communication?
 - c. What skills help to make communication important?



3. Have students take the Communication section of the CALS on the paper form or on the Internet at www.nebraskacareerconnections.org.
4. Students should be given the following assignment:
 - a. Imagine that you are the head of the Chamber of Commerce in your chosen location. Your task is to develop an eye-catching travel brochure to convince people to visit your location. Be sure to describe not only the location the visitors will see, but also the transportation they will take and their accommodations while visiting.

- b. The final projects should include information on housing, transportation, attractions, dining, cultural etiquette (if appropriate) and temperature.



5. In small groups, the students should develop a list of other career specialties that would have gone into making the travel brochure.



Have the students develop a list of questions that could be asked at an interview to determine the education and training needed in relation to a career in the hospitality and tourism industry. Possible talking points are:

- a. What high school classes do you like your future employees to take?
 - b. What extracurricular activities are important?
 - c. If I work for your company what type of training will I receive before I begin?
 - d. What type of continual training program does your company offer?
 - e. Does your company tend to hire management from within?
 - f. What type of training have you received in your career?
7. Discuss appropriate interview skills with the students.
 8. Optional activity: Organize community members to come into your classroom for a round robin interview session. Have the class split up into small groups and spend five minutes talking to each community member. Students should attempt to learn about the career as well as the training for that career.
 9. Optional activity: Each student should create a poster to be displayed in the room which displays the information learned in the interview of their choice.
 10. Work with the school's activity director or local Chamber of Commerce to help organize an upcoming event.



Lesson Closure

Students should use their student notebooks to write five facts about the education needed and training offered in the local hospitality and tourism industry as a ticket out of the door.

Essential Knowledge & Skills Connection

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

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

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

Formative Assessment:

Students should be assessed based on their ticket out of the door.

Creating your Travel Brochure

Name: _____

Directions: You are the head of the Chamber of Commerce and need to develop an eye-catching travel brochure to convince people to visit your location.

Required elements:

- Locations visitors will see
- Transportation available
- Lodging / Accommodations available
- Housing
- Attractions
- Dining
- Cultural etiquette (if applicable)
- Temperature

Lesson Title: Show Me the Money!

Career Cluster: Finance

Essential Knowledge and Skills: Teamwork, Employability, Career Development, Information Technology Applications, and Communication

Career Concepts: Career Research

Summary: Students will explore the finance career cluster by looking at work trends in that cluster. They will then transfer work trends learning to their own career cluster.

Course Objectives:

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

Lesson Objectives:

Students will...

- Learn more about the finance career cluster.
- Learn about future careers in the finance career cluster.
- Learn about job projections and job outlooks.
- Research work trends in the career cluster of their choice.

Time: Four class periods

Required Materials: Printed resources or Internet access to www.nebraskacareerconnections.org or Occupational Outlook Handbook or Career Cruising or Nebraska Career Information System, 3x5 note cards with finance career specialty listed or Show Me the Money-Activity Sheet, "Work Trends" activity sheet.

Optional Resources: Printed resources focused on work trends, computer resources focused on work trends such as Occupational Outlook Handbook, Career Cruising, Nebraska Career Information System, and Nebraska Career Connections. Federal Reserve website: www.federalreserveeducation.org. Stock Market Game, found at www.investopedia.com or www.nebraskacouncil.org/smg/index.html.

Visual Presentation of the career cluster/pathway/specialty can be accessed by logging onto www.nebraskacareerconnections.org - click on career clusters - select the Finance Cluster - cluster at a printable glance. This can be used to demonstrate how to use the clusters or direct students within a cluster.

Guest presenters: (optional) Finance professional such as: bank loan officer, personal banker, accountant or accounting clerk, auditor, financial analyst, actuary, insurance claims agent or underwriter

Content and Teaching Strategies:

Anticipatory Set

Put a “word bank” of career specialties on the board ahead of time to give students a clue for their answers.

 Divide the class in half. One half of the class drives a 2007 Hummer. The other half of the class drives a 1995 Ford. Students are out for a drive one night and they have a fender bender in which the Ford collides with the Hummer. Use these talking points:

- After you tell your parents and notify the police, who would be the next person you would call after the accident? (Answer: insurance agent)
- The insurance agent tells you that you will be responsible for the deductible from your insurance. In this case, you will have to come up with \$1000 for repairs to your vehicle. If you don't have the needed money to pay the deductible, you need to go to the bank get the money.
- Upon entering the bank, who would see working there? (loan officer, loan processor, personal banker, auditor, accountant, financial analyst, etc.)
- Who would you see if you already had the money in the bank? Who would you talk to if you needed to borrow the money?
- These are all people that have careers in the finance cluster. Over the next few days, we'll be learning more about different careers in the finance cluster.

Lesson Components

1. Learn about the finance career cluster.
 - a. Give each student a 3x5 note card with a finance career specialty printed on each card or use the Show Me the Money Activity Sheet (located at the end of this lesson).
 - b. Divide the classroom into four sections, based on the four career pathways in the finance career cluster. (banking and related services, business financial management, financial and investment planning, insurance services)
 - c. Have each student determine which pathway their career specialty falls under.
 - d. Talk about each of the four career pathways and the different career specialties within each.
2. Explain the purpose of looking at work trend information.

Use these talking points:

- 
- Work trends help people evaluate different careers and what might be best suited for them.
 - Work trends include the number of people involved in that career, the location of those workers, job security, career demand, career advancement and related career opportunities.

3. Discuss work trends in the finance career cluster.

- a. Assign students a partner.
 - b. Each group is responsible for researching work trends in a specific career specialty in the finance career cluster. Students should utilize either printed copies or online versions of Nebraska Career Connections, Nebraska Career Information Systems, Career Cruising, or the Occupational Outlook Handbook to get this information.
- 

- c. Students should complete the “Work Trends” activity sheet based on their assigned career specialty. (There are two “Work Trends” activity sheets, choose the one best suited for your outcome.)
4. Identify work trends in selected career cluster.
 - a. Have students work individually to look at work trends for their selected career specialty.
 - b. Students may complete the “Work Trends” activity sheet for their selected career specialty. (There are two “Work Trends” activity sheets, choose the one best suited for your outcome.)
5. Provide feedback to students on their “Work Trends” activity sheet.
6. Optional Hands-on Activity: Use the Bean Game (5.0.3) or Spending Plan Shake Up (2.15.1.J1) – both found free for educators at the Family Economics and Financial Education website fefc.arizona.edu/, you will need to register as a user. ** These activities are also suggested as options within the Human Needs Cluster.

Lesson Closure

Have students stand in a circle around the room. Each student takes a turn telling one work trend fact they learned in regard to their selected career specialty.

Essential Knowledge and Skills Connection

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

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

Formative Assessment:

Students can be assessed on the completion of the “Work Trends” activity sheet

Work Trends

Name(s): _____

Directions: Complete this worksheet using the printed resources provided, or go to www.nebraskacareerconnections.org

Career Cluster _____

Career Pathway _____

Career Specialty _____

Answer the following questions:

1. Briefly describe this career.
2. How many people work in this career area in Nebraska?
3. How many people work in this career in the United States?
4. Is the demand for this career expected to increase or decrease?
5. What High School courses and activities would help you prepare for this career specialty?

Show Me the Money – Activity Sheet

Name: _____

Directions: Complete this worksheet using the print resources provided by or go to www.nebraskacareerconnections.org

Specialties Available

Select One Specialty and List Description

Career Cluster: Finance
Pathway: _____

Select three career specialties that require different levels of education and list the average income

Helpful High School Courses and Activities

Lesson Title: Interest Test

Career Cluster: All

Essential Knowledge and Skills: Problem Solving

Career Concepts: Career Research

Summary: Students will be introduced to the concept of interest testing and how the use of such assessments can help them narrow down their career cluster choices. Students will complete the Kuder Career Search with Person Match (KCS with PM) and interpret their results identifying their three clusters of highest interest and any Person Matches that are of interest to them.

Course Objectives:

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

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

Lesson Objectives:

Students will...

- Become familiar with the concept of interest testing.
- Complete the Kuder Career Search with Person Match.
- Evaluate the results of the assessment by identifying three of the top five career clusters in which their highest interests were indicated.

Time: Two class periods

Required Materials: Instructions for completing the Kuder Career Search with Person Match and use of sample site, instruction sheets for log in to Nebraska Career Connections at www.nebraskacareerconnections.org with batch code numbers for student testing, computers with internet access

Guest presenters: Guidance counselor (optional)

Content and Teaching Strategies:

Anticipatory Set

Students should determine which cluster they have the most interest. Students should complete the “Cluster Favorites” activity sheet to assist them in making the decision. They will choose their main cluster of interest by standing under the poster with the career cluster named on it. They may choose a second cluster if they are unable to choose only one. Optional: If you are in a computer lab setting you might ask the students to give me a “high five” when I mention your favorite cluster.

Lesson Components



1. Explain the purpose of interest assessment found at www.NebraskaCareerConnection.org

2. Demonstrate and explain the process for logging in and completing Kuder Career Search with Person Match.
3. Explain and demonstrate the forced choice ranking system for testing. You might consider using a projector screen and walking through a sample BEFORE letting your students log on to the actual assessment. It would be advisable to show them how to save their pages if time runs out and they are not completed with the assessment.
4. Administer the Kuder Career Search with Person Match.
5. Evaluate the results of the testing, assisting the students with identifying their three top career cluster choices.
6. Assist students in understanding how the Person Match ties to their interests.
7. Students will save their three top career clusters choices and any Person Match that they find interesting in their Portfolio on Nebraska Career Connections.

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

Lesson Closure

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

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

Essential Knowledge and Skills Connection

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

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

Formative Assessment:



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

Students will write a short journal entry in their student notebooks summarizing the results of their testing and indicating which cluster they will begin using for their career research. Optional: You might consider using the Cluster Favorite Activity as a means to record their findings from the Interest Test.

Cluster Favorites

Name: _____

List your top 3 clusters by ranking them 1, 2, 3

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

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

Instructor Resources for Interest Assessment

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Instructor Resources for Interest Assessment

In preparing students to take the inventory, be sure to include the following concepts:

- Just as pictures of you change as you get older, so do your interests.
- There are no right or wrong answers.
- When you select your preferences on the interest inventory, you will be asked to put the three activities in order – (1) the most preferred, (2) the next most preferred, and (3) the least preferred. You will find some things that you do not want to do at all, and you will need to rank them based on what you dislike most or least.
- The results of the assessments belong to you. They will automatically be entered into your portfolio.
- Below are samples of the result sheets provided to the student. The results will automatically appear when the student completes the assessment. You may wish to ask each student to print out the results if you will not have access to the computers as you continue the lesson.

Kuder Career Search with Person Match (Interest Inventory)

The *Kuder Career Search with Person Match* helps you discover your career interests, explore occupations beyond job titles, and effectively apply your personal interests to your career plans.

The Internet-based assessment is completed in approximately 20 minutes and provides immediate online scoring and reporting. You will receive an accurate report of your career interests which provides guidance for interpreting and using your results.

The report also includes the unique Person Match feature which compares your assessment results to a database of nearly 2,000 individuals working in today's occupations. Access career sketches for the 14 individuals—7 in each of your top two Kuder career clusters—whose interests most closely match your own. Learn about how these individuals came to work in this occupation and why they like what they do.

The online Kuder Career Search with Person Match report includes:

- *Kuder Career Clusters* ranked by how closely they match your interests. Clicking on a cluster name provides a description of the cluster and avenues for further exploration.
- 14 Person Match career sketches—7 each in your top two career clusters—for individuals in the career database whose interests most closely match your own. (In states that use the federal career clusters classification system, the report provides the top 3 Person Match sketches for each of your top 5 career clusters.)
- Links to explore occupational listings by education level within each of the clusters. Each occupation is crosswalked with and linked directly to additional information from the *Occupational Outlook Handbook, O*Net™*, and related military occupations to allow further exploration.
- Suggested steps for continuing career exploration and links to help you explore options for continuing your education

The Kuder Interests and Skills Composite Report

Once you have completed both the *Kuder Career Search with Person Match* interest inventory and the *Kuder Skills Assessment*, an additional report, the *Kuder Interests and Skills Composite Report*, is automatically generated. The results of both assessments are juxtaposed to provide you with an easy-to-understand comparison of your interests and skills based on the career clusters. You can readily see areas where there are consistencies or inconsistencies in the relationship of your interests and skills. The interactive report provides information and suggestions about the relationships and how to proceed with your education and career exploration and planning.

Career specialties can be grouped into one of sixteen career clusters. From the way you answered the questions, it appears that you have interest in these 16 clusters in the order listed below. Focus your attention on your top five clusters. Click on the name of the cluster to read its description. To help you keep track of the clusters you like most, click on the ☆ to place them in your Career Portfolio.

Cluster Name	Low (1-24)	Medium (25-74)	High (75-99)	☆
	[Bar chart showing percentile score]			
Business, Management, and Administration	[Bar chart showing score 94]			☆
Marketing, Sales, and Service	[Bar chart showing score 88]			☆
Finance	[Bar chart showing score 87]			☆
Government and Public Administration	[Bar chart showing score 78]			☆
Law, Public Safety, Corrections, and Security	[Bar chart showing score 70]			☆
Information Technology	[Bar chart showing score 69]			☆
Transportation, Distribution, and Logistics	[Bar chart showing score 69]			☆
Architecture and Construction	[Bar chart showing score 59]			☆
Manufacturing	[Bar chart showing score 51]			☆
Education and Training	[Bar chart showing score 50]			☆
Science, Technology, Engineering, and Mathematics	[Bar chart showing score 47]			☆
Hospitality and Tourism	[Bar chart showing score 46]			☆
Human Services	[Bar chart showing score 30]			☆
Arts, Audio-Video Technology, and Communications	[Bar chart showing score 17]			☆
Health Science	[Bar chart showing score 14]			☆
Agriculture, Food, and Natural Resources	[Bar chart showing score 12]			☆

Your scores are shown in percentiles and compare you to a large group of males and females. For example, a score of 94 on the Business, Management, and Administration cluster means that you

scored higher than 94 percent of the norm group on interests related to these occupations. **THE IMPORTANT INFORMATION IS THE RANK ORDER OF THE CLUSTERS, NOT THE EXACT SCORES.** You may click on the title of any cluster to learn more about it, the related postsecondary majors, and the related occupations.

When it comes to choosing careers, people tend to think about job titles, not the individuals behind them. However, we know that people who have similar interests find happiness and success in a wide range of careers. This section of the report compares your profile of interests with that of nearly 2000 real people across the United States who say they are satisfied in their careers.

Click on the person you would like to meet. You might discover someone with interests like yours in a career you never thought of, or you might find someone doing exactly what you want to do. Either way it is a great way to explore. If you want to save the name of that person's occupation in your career portfolio, click on the yellow star that you will see with his or her sketch.

Business, Management, and Administration Person Match 1 Person Match 2 Person Match 3		Marketing, Sales, and Service Person Match 4 Person Match 5 Person Match 6	
Finance Person Match 7 Person Match 8 Person Match 9		Government and Public Administration Person Match 10 Person Match 11 Person Match 12	
		Law, Public Safety, Corrections, and Security Person Match 13 Person Match 14 Person Match 15	
Business, Management, and Administration <ul style="list-style-type: none"> • CPA • Pres., Large Manufacturing Company • Secretary #6 		Marketing, Sales, and Service <ul style="list-style-type: none"> • Marketing Director of Electronic Services • Pharmaceutical Salesman • Insurance Agent #2 	
Finance <ul style="list-style-type: none"> • Cost Accountant #1 • Finance Manager • Individual Consultant, Major Retirement Fund 		Government and Public Administration <ul style="list-style-type: none"> • U.S. Government Contracting Officer • Dir. of Finance, U.S. Postal Service • Turnpike Toll Collector 	
		Law, Public Safety, Corrections, and Security <ul style="list-style-type: none"> • Legal Secretary • Attorney #7 • Paralegal #1 	

KUDER *Interests and Skills Composite Report*

Return to your portfolio
 Provided by: Visions Unlimited, Inc.

Congratulations William Wallace! You have completed both the Kuder® Career Search with Person

Match and the Kuder® Skills Assessment. This report presents the results from the two, and makes suggestions for your career exploration and planning.

Step I. Review Your Interest/Skill Profile

Your interests and skills scores are shown below in a form that allows you to compare how your skills are related to your interests in each of the sixteen career clusters. Click on the first cluster name to review the definition. Notice how your skills compare to your interests within this cluster. Read the statements carefully. Repeat this procedure for each of the clusters.

To help you keep track of your top clusters, click on the  to place them in your Kuder® Electronic Career Portfolio under "My Favorites".

Cluster Name	Low (1-24) 99)	Medium (25-74)	High (75- 99)
Business, Management, and Administration <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	67	94	
Give yourself an opportunity to develop more skills in this cluster. Try part-time jobs for pay or volunteer for jobs that interest you at school or in the community.			
Marketing, Sales, and Service <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	69	88	
Give yourself an opportunity to develop more skills in this cluster. Try part-time jobs for pay or volunteer for jobs that interest you at school or in the community.			
Finance <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	79	87	
This is a high-potential cluster for you. Find out more about the occupations in this cluster. They could promise success and satisfaction.			
Government and Public Administration <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	80	78	
This is a high-potential cluster for you. Find out more about the occupations in this cluster. They could promise success and satisfaction.			
Law, Public Safety, Corrections, and Security <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	81	70	
People sometimes downplay their interest in jobs that are easy for them. Have you looked carefully at the rewards of occupations in this cluster? Find out what people working in this area like about their jobs.			
Information Technology <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	42	69	
This is a moderate potential cluster for you. Find opportunities to develop skills here and ask people what they like about their work.			
Transportation, Distribution, and Logistics <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	15	69	
High or medium interests in this cluster make good motivation for learning its skills. Look for an opportunity - part-time or			

	volunteer job - where you can learn these skills.	
Architecture and Construction <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>High or medium interests in this cluster make good motivation for learning its skills. Look for an opportunity - part-time or volunteer job - where you can learn these skills.</p>	☆
Manufacturing <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>High or medium interests in this cluster make good motivation for learning its skills. Look for an opportunity - part-time or volunteer job - where you can learn these skills.</p>	☆
Education and Training <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>People sometimes downplay their interest in jobs that are easy for them. Have you looked carefully at the rewards of occupations in this cluster? Find out what people working in this area like about their jobs.</p>	☆
Science, Technology, Engineering, and Mathematics <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>High or medium interests in this cluster make good motivation for learning its skills. Look for an opportunity - part-time or volunteer job - where you can learn these skills.</p>	☆
Hospitality and Tourism <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>People sometimes downplay their interest in jobs that are easy for them. Have you looked carefully at the rewards of occupations in this cluster? Find out what people working in this area like about their jobs.</p>	☆
Human Services <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>People sometimes downplay their interest in jobs that are easy for them. Have you looked carefully at the rewards of occupations in this cluster? Find out what people working in this area like about their jobs.</p>	☆
Arts, Audio-Video Technology, and Communications <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>You have medium or high skills in this cluster, but your interest appears low. Keep possibilities in this cluster "in reserve," and perhaps review how your work values affect your choices.</p>	☆
Health Science <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>You have medium or high skills in this cluster, but your interest appears low. Keep possibilities in this cluster "in reserve," and perhaps review how your work values affect your choices.</p>	☆
Agriculture, Food, and Natural Resources <input checked="" type="checkbox"/> Interest <input type="checkbox"/> Skill	<p>This cluster represents your least priority for exploration.</p>	☆

Step II. How to Use Your Results

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

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

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

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

Step III. Curriculum Planning

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

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

Step IV. What Else To Consider

Today you have discovered how your interests and skills relate to the Federal Clusters. There are many occupations in each, and you will need a thorough review to settle on a smaller number for which you can make plans. If you have completed Super's Work Values Inventory-revised, use the results to consider your preferences for the characteristics of occupations and jobs. This is another tool you can use to fine-tune your career exploration. If you haven't completed the inventory, you should consider doing so. It is also a good idea to discuss your results with your family, friends, or a counselor.

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

Lesson Title: Personal Learning Plan (PLP)

Career Cluster: N/A

Essential Knowledge and Skills: Career Development, Problem Solving, Information Technology Application, Communication

Career Concept: Extended Learning Opportunities, Postsecondary Options

Summary: Students will use various resources to develop a Personal Learning Plan (PLP) that shows their choice of career field and career clusters, course selections for at least grades 9-12, and activities they wish to participate in.

Course Objectives:

- 3.1 Students will be able to understand the purpose of a Personal Learning Plan.
- 3.2 Students will be able to use information gathered from self-awareness activities, the career field cluster model, Essential knowledge and skills, career exploration, and goal setting to develop a Personal Learning Plan.
- 3.3 Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes
- 3.4 Students will be able to follow the Personal Learning Plan when registering for classes.

Lesson Objectives:

Students will...

Develop an understanding of the purpose of a Personal Learning Plan.

Select courses and activities that will help them reach future goals.

Record course and activity choices in a Personal Learning Plan document either online or in a print document.

Use the Personal Learning Plan when registering for classes.

Time: Six class periods

Required Materials: Personal information accumulated throughout the careers course, high school graduation requirements, plans of study for career clusters found at www.nebraskacareerconnections.org, school course catalogs, "Personal Learning Plan" activity sheet, "Career Cluster Brochure Student Directions" handout, "Career Cluster Brochure Teacher Directions" handout, "Course List" example, list of courses for grades 9-12, "Interview Guide" activity sheet.

Optional Resources: Internet access to www.nebraskacareerconnections.org, Personal Learning Plan PowerPoint example, "PLP Typing Template" or "Example Web Style PLP" activity sheet

Guest presenters: school counselor(s), senior students

Content and Teaching Strategies:

Anticipatory Set

"The more you learn, the more you earn." Show Bureau of Labor Statistics chart illustrating earning data by educational level (See Earning, Learning, and Living PowerPoint Example for chart). If annual earnings are multiplied by 40 working years for a high school graduate and someone without a high school diploma, the difference is \$328,640. So on graduation day, the high school diploma is worth \$328,640. (2003 data)

Lesson Components

As you teach this lesson each component will need to be edited to match your schools requirements and data. A school counselor usually has the information readily available.

(Note to teacher: If using lesson component eight and nine, assign eight at the beginning of the unit as homework.)



1. Complete or re-visit the “Goal Planning Discussion Guide” on www.nebraskacareerconnections.org. Discuss with students setting long-term goals such as graduating from high school and the short-term goals needed to achieve them. Discuss the importance of framing high school classes to be prepared for future career goals.



2. By now the Career and Life Skills (CALs) assessment should have been completed on a paper copy or on the Internet. At this time if the students have completed the paper copy, have them transfer their scores from the paper copy to the online assessment, and review the average scores for each Essential Knowledge and Skill. Identify skills in need of improvement and discuss school and out of school opportunities that would help build each skill. In the student notebook, have student respond to the prompt, “These are the skills I need to develop or improve...”



Define transcripts, grades, credits, prerequisites, required courses, electives, rigor, transitions and extended learning opportunities. Use these talking points:

- a. Transcripts are a record of the courses you have taken, including the grades and credits you earned. Other information may be included such as achievements, test scores, attendance, etc.
- b. Grades are a way of recording your progress in a class. They may be listed as a percentage, i.e. 88%, on a point scale, i.e. 3.0 is a B, on a letter scale, i.e. A, B, C, D, F, or with a Pass/Fail indication.
- c. Credits are units to measure the quantity of classes completed. For example, you will earn five credits for each semester class you pass. Historically credits were developed based upon the number of hours per week a class met.
- d. Prerequisites are classes that must be taken before another class can be taken. They often provide an introduction or foundation that will help you be successful in the next class. For example, it would be best to take Drafting 1 before Drafting 2. Sometimes, permission can be gained to enter a class without the prerequisite if the student can demonstrate knowledge and skill needed for the next class.
- e. Required classes are those classes that the local school board of education has decided are necessary for all students to take. They must be taken and passed in order to graduate from high school.
- f. Electives are classes the student can choose. Elective choice may be based upon classes that will support career goals, leisure interests, or personal and family goals.
- g. Rigor implies taking challenging classes and they give the student the best opportunity for developing knowledge and skills. Students should be encouraged to take rigorous classes all through school, but particularly during the senior year. A challenging senior year helps the student maintain a high level of study skill habits and sharpness in thinking skills which help in training and educational programs after high school.
- h. Transition is the passage from one part of life to another. Typical transitions for students are from middle school to high school and high school to training after school. Typical transitions for youth are from adolescence to adulthood, or dependence to independence.

i. Extended Learning Opportunities are school and community activities that help develop transferable skills and leadership development. There are extended learning opportunities suggested in the Career Clusters under school and community activities.

4. Using personal materials from class and the “Personal Learning Plan” activity sheet, record choice of career field(s) and career cluster(s) in the student notebook.



5. Introduce the suggested “Plans of Study” on www.nebraskacareerconnections.org or use local plans if available. Have students print the “Plan of Study” for the career cluster they are most interested in (two plans, if necessary.) Discuss components of the plans: core subjects, Nebraska Career Education classes, supporting classes, and activities.

Note to teacher: If the students do not have access to Nebraska Career Connections, print classroom copies of all sixteen Career Cluster plans for students to use from

www.nebraskacareerconnections.org. For additional programs of study examples go to www.careerclusters.org.

6. Invite the school counselor to speak to the students about graduation requirements for the school district and give an explanation of available courses. See the Example “Personal Learning Plan PowerPoint” for a system of working through required classes and electives. This PowerPoint will need to be customized to your school districts requirements. Students will need a suggested “Plan of Study” for their chosen career cluster, a “Personal Learning Plan” activity sheet (see example and format as needed for your school) and a list of courses to circle choices and take notes for questions, as the counselor is speaking. (See “Course List” example.)

Note to teacher: Depending on the size of your school, this explanation could take one to three class periods. If the counselor cannot spare more than one session with the students, make plans about which classes you feel comfortable talking with and which classes the counselor would prefer to meet with.

7. Using the “Personal Learning Plan” activity sheet, students will select classes required for graduation, classes that will enable them to obtain admission to the post-secondary option of their choice, and classes that will build Essential Knowledge and Skills for the career clusters they are considering.



8. Assign students one school or community extended learning opportunity to research. Students should interview the sponsor or someone that participates in the activity. Students should learn about the activity and which Essential Knowledge and Skills are developed by participating. Students will present a 30-60 second promo on their selected organization.

a. Alternative option: Sponsor an activity fair where students can learn directly from the sponsors and participants of the activities.

b. Alternative option: Distribute any promotional materials activities may have and explain the various organizations to the students.

9. After hearing all the promotional information, students will select extended learning activities they are interested in to add to their “Personal Learning Plan” activity sheet.

10. Introduce the brochure project using the “Career Cluster Brochure Student Directions” handout. See “Career Cluster Brochure Teacher Instructions” handout for a detailed description of the activity.

11. Students will seek input from the instructor, counselor, parents and other caring adults to assess the quality of their completed plan.

a. Instructor and/or counselor. The teacher or counselor should plan a conference time to work with the student about the quality of their Personal Learning Plan. For focused students, this may be a brief conference, but for unsure students time and discussion will be a valuable tool. If the teacher will be responsible for these conferences, a good

time to complete them is when the students are working on the brochure project. The students can be individually pulled away from their work on the project to conference for a few minutes with the teacher.

- b. Parents. Students should take their plans home to review with parents. Students should ask for parental suggestions and make sure there is agreement between parents and students on the plan. Make necessary changes when the students return their plans. Options for parental involvement include: getting the parents' signature and comments; having someone available to discuss Personal Learning Plans at Parent/Teacher Conferences; sending home Personal Learning Plans with semester grades; and the ultimate plan is setting up a conference with the student, parent, and teacher advisor/counselor.
- c. Other caring adults. Some students may have a mentor other than their parents such as a friend, relative, someone in their career field, coach, etc. Encourage students to get ideas and support from the caring adults in their lives. In addition, many schools have advisor-advisee programs and their teacher advisor can offer their support and advice.



12. Using the Nebraska Career Connections website, enter the courses in the on-line "Educational Plan" or type on the computer for future reference (see "PLP Typing Template" or "Example Web Style PLP" activity sheet).

Note to teacher: Recommend a copy of the Personal Learning Plan be disseminated to the parents/guardians, student cumulative folder, and on file for use with advisory teams throughout remaining school years.

13. When registration for each year arrives, help students re-visit the plan and make any needed changes.
14. During registration have current Seniors come to talk with students and parents regarding courses, requirements and the importance of being involved in activities.

Lesson Closure

Write an essay in the student notebook with the following theme, "What I learned about myself while making my Personal Learning Plan."

Essential Knowledge and Skills Connection

The components of this lesson emphasize **career development, problem solving, information technology application, communication**. Choose one of the following activities to help students connect the lesson with their own development of EKS:

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

Formative Assessment:

Complete a Personal Learning Plan and assess the quality of the plan with a caring adult. Assess the essay in the student notebook with the following theme, "What I Learned about Myself While Making My Personal Learning Plan."

Career Cluster Brochure Teacher Instructions

Each student should choose a career cluster for which he or she will do research. The brochure will be handwritten and tri-fold. Pictures may be included as long as they relate to the topic. Much of the content can be found on www.nebraskacareerconnections.org. Follow the diagram below for details. Notes to the teacher are highlighted.

Side 1:

(Inside Flap)	(Back)	(Title Page)
<p>Cluster Overview</p> <p>Students write a summary about the career cluster. This should include the following:</p> <ul style="list-style-type: none"> • list of all pathways • description of recommended Essential Knowledge and Skills • expand on the technical skills for the cluster <p>Students can find these through www.nebraskacareerconnections.org and www.EducationQuest.org.</p>	<p>Advice from the Field</p> <p>(Students interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the person interviewed.)</p> <p>Help students find a representative from their career clusters. Suggestions include: using a contact from the Kuder Interest Test Person Match, contact a college instructor or contact a professional organization.</p>	<p>Title (Career Cluster)</p> <p>Appropriate Picture(s)</p> <p>Slogan/Tag Line (Example: Beef—It's What's for Dinner; Just Do It, etc.)</p> <p>Author</p>

Side 2 (Inside):

Students should select the three most interesting pathways within their chosen cluster.

Pathway 1	Pathway 2	Pathway 3
<p>Write three paragraphs for this pathway:</p> <ol style="list-style-type: none"> 1. Description of the pathway 2. Examples and descriptions of a program of study for the pathway 3. Find two postsecondary opportunities for the pathway (one or more in Nebraska) <p>Students can find these through www.nebraskacareerconnections.org and www.EducationQuest.org.</p>		

Find the same information for all three pathways.

Extended Learning Opportunity Interview Guide

Name: _____

Activity title:

Circle one: school community

Sponsor or leader:

Person interviewed:

Description:

Requirements to join:

Common activities or events:

Meeting dates or season:

Skills usually learned from activities:

Career Cluster Brochure Student Directions

Choose a career you want to learn more about. You will create a tri-fold brochure that explains the cluster and three of the pathways. The brochure should be handwritten. Pictures can be printed but should not take up too much area to avoid the content being cut short.

Follow the diagram below to show you how to make your Career Cluster Brochure:

Side 1:

(Inside Flap)	(Back)	(Title Page)
Cluster Overview	Advice from the Field Section	Title (Career Cluster)
Students write a summary about the career cluster. This should include the following: <ul style="list-style-type: none"> • list of all pathways • description of recommended Essential Knowledge and Skills • expand on the technical skills for the cluster 	(Students interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the interviewee.)	Appropriate Picture(s)
		Slogan/Tag Line (Example: Beef—It's What's For Dinner; Just Do It, etc.)
		Author

Side 2 (Inside):

Students should select the three most interesting pathways within their chosen cluster.

Pathway 1	Pathway 2	Pathway 3
Write three paragraphs for this pathway: <ol style="list-style-type: none"> 4. Description of the pathway 5. Examples and descriptions of a program of study for the pathway 6. Find two postsecondary opportunities for the pathway (one or more in Nebraska) 		
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Find the same information for all three pathways. </div>		

Senior High Course Offerings Sample

<p><u>Agri-Business</u> Ag Construction Ag Management Ag Mechanics Ag Processing <i>*Agri-Science</i> Companion Animal/Small Animal Care <i>*Natural Resources/Wildlife Management 1</i> Natural Resources/Wildlife Management 2</p>	<p><u>Mathematics</u> <i>*Algebra 1</i> <i>*Algebra 2</i> <i>*Algebra A</i> <i>*Algebra B</i> Algebra/Trigonometry AP Calculus Computer Science 1 Computer Science 2 Pre-Calculus <i>*Geometry</i> Probability & Statistics</p>	<p><u>Music</u> <i>*Choraleers/Jazz Tones</i> <i>*Band</i> <i>*Jazz Band</i> <i>*Orchestra</i> <i>*Choir</i></p> <hr/> <p><u>Physical Education</u> Advanced Weight Training <i>*Aerobics</i> <i>*Individual Lifetime Wellness</i> <i>*Team Sports</i> <i>*Weight Training</i> <i>*Health Ed & Safety</i></p>
<p><u>Business Education</u> <i>*Accounting 1</i> Accounting 2 <i>*Business Law 1</i> Business Law 2 <i>*Economics</i> <i>*Keyboarding</i> <i>*Marketing 1</i> Marketing 2 – Sports & International Business Entrepreneurship & Management <i>*Computer Applications</i> <i>*Intro to Information Tech.</i> Digital Media <i>*Personal Finance</i> <i>*Record Keeping</i> TANN Web Page Design TANN Microsoft Office Specialist TANN PC System Maintenance TANN Digital Media TANN Web Page Design 2 TANN Programming in C++</p>	<p><u>English</u> Advanced Composition American Literature British Literature Composition <i>*English 10</i> Practical Communication Mythology/Science Fiction AP Literature & Composition Research Composition Shakespeare World Literature Speech Humanities Journalistic Photography <i>*Newspaper Production</i> <i>*Yearbook Production</i> <i>*Novice Debate</i> Varsity Debate <i>*Theatre 1</i> Theatre 2</p>	<p><u>Industrial Technology</u> Architectural Drafting Auto Technology Carpentry Consumer Auto <i>*Drafting 1</i> Drafting 2 <i>*Electronics Technology 1</i> Electronics Technology 2 Metals Technology 1 Metals Technology 2 Power and Energy <i>*Woodworking Technology 1</i> Woodworking Technology 2</p> <hr/> <p><u>Visual Arts</u> <i>*Introduction to Senior High Art</i> Advanced Drawing Commercial Art Creative Art Painting Pottery Sculpture</p>
<p><u>Family & Consumer Sciences</u> <i>*Child Development</i> <i>*Creative Design</i> Economic Management <i>*Food and Nutrition</i> <i>*Food Science</i> Housing <i>*Parenting Issues Relationships</i></p>	<p><u>Science</u> Biology 10 AP Biology <i>*Chemistry</i> AP Chemistry Human Anatomy & Physiology Physics AP Physics</p>	<p><u>Social Science</u> Government <i>*American History 2</i> Intro to Psychology Psychology 1 and 2 Investigating History Sociology World Cultures</p>
<p><u>World Languages:</u> *French, *German, *Spanish</p>		

Personal Learning Plan Web Style

Complete the Personal Learning Plan below. What classes would help a student interested in the career you selected? Be sure that your plan will meet high school graduation and postsecondary entrance requirements. Check with your teacher to see how many classes you would take in a particular grade level (including both semesters).

Use resources from this class, www.nebraskacareerconnections.org, and your school's course catalog or suggested plans of study to identify classes that can help you be successful in this career cluster. Consider extended learning activities available in your school and community that would support you along the way.

Subject	Middle School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English					
Math					
Science					
Social Studies					
Career Education Courses					
Additional Requirements or Electives					
School and Community Activities					

Personal Learning Plan

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Personal Learning Plan



Name: _____ Cluster: _____

Pathway: _____

School Counseling	Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies	Nebraska Career Education Program of Study	Requirements & Electives	Extended Learning School/Community Activities
<p>Preparing all student for lifelong learning, earning and living.</p> <ul style="list-style-type: none"> •Career Development using NCE model •Academic/Career counseling •Assessments of interests, skills, college & career readiness •Goal setting •Personal Learning Plans •Extended learning •Parental involvement •Programs of Study •Postsecondary credit •Seamless transitions to college & careers 	MIDDLE SCHOOL	7							
		8							
	SECONDARY	9							
		10							
		11							
		12							
	POSTSECONDARY	Year 13							
		Year 14							
		Year 15							
		Year 16							

Earning, Learning, & Living Presentation

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Earning, Learning, & Living

Levels of Education
Earning by Levels of Education
Graduation Requirements
College Entrance Requirements

Education Levels

- Certificate or Diploma
- Associate Degree (2 years)
- Bachelor Degree (4-5 years)
- Master's Degree (BA + 1-3 years)
- Doctorate Degree (BA + 4-8 years)

	Weekly	Monthly	Annual	40 years
Doctorate	\$1,349	\$5,840	\$70,148	\$2,805,920
Professional degree	\$1,307	\$5,663	\$67,964	\$2,718,560
Master's degree	\$1,064	\$4,610	\$55,328	\$2,213,120
Bachelor's degree	\$900	\$3,900	\$46,800	\$1,872,000
Associate degree	\$672	\$2,912	\$34,944	\$1,397,760
Some college, no degree	\$622	\$2,695	\$32,344	\$1,293,760
High school graduate	\$554	\$2,400	\$28,808	\$1,152,320
Some high school, no diploma	\$396	\$1,716	\$20,592	\$823,680
\$1,152,320 minus \$823,680 equals \$328,640				

Demographics

	Norfolk	Omaha	Lincoln	Sioux Falls	Des Moines	Chicago	San Francisco	Minneapolis
Comparable Salary ¹	\$50,000	\$51,518	\$53,742	\$50,922	\$54,176	\$64,751	\$113,812	\$57,755
Food Cost Index	93.3	96.6	101.7	95.7	94.7	108.2	118.2	99.6
High School Grad	81.87%	85.15%	85.7%	85.97%	84.35%	67.73%	76.32%	85.02%
Average Home Cost	\$91,700	\$109,200	\$112,800	\$98,300	\$113,000	\$158,200	\$404,500	\$118,700
Average Commute	11.8 min	17.6 min	16.1 min	13.2 min	16.5 min	32.7 min	76.8 min	20.5 min
Unemployment Rate	2.24%	3.65%	2.84%	2.21%	3.84%	8.24%	5.14%	3.92%
Job Growth	3.27%	3.79%	4.90%	.91%	-.80%	.55%	1.67%	2.70%
Sales Tax	7%	7%	7%	6.92%	6%	8.05%	8.25%	7%

Source: www.houseandhome.msn.com

Norfolk Public Schools Graduation Requirements

- **Total Credits 230**
- Social Studies 35
- English 40 (includes 5 credits of speech)
- Math 30
- Science 20
- PE 15
- Electives 90 (includes 5 credits in technology)

University of Nebraska Entrance Requirements

- **Total credits 160**
- Social Studies 30
- English 40
- Math 40
- Science 30
- Academic Elective 10
- Foreign Language 20-40

Credit Comparison

- Norfolk School
 - Total Credits 230
 - Social Studies 35
 - English 40 (includes 5 credits of speech)
 - Math 30
 - Science 20
 - PE 15
 - Electives 90 (includes 5 credits in technology)
- UNL
 - Total credits 160
 - Social Studies 30
 - English 40
 - Math 40
 - Science 30
 - Academic Elective 10
 - Foreign Language 20-40

NCAA College Athletics Entrance Requirements Division 1

- Total Credits 130
- Social Studies 20
- English 40
- Math 20
- Science 20
- Academic Elective 10
- Core Elective 20
- 2.0-2.5 grade point average
 - (C to C+ average depending on ACT or SAT scores)

Personal Learning Plan

Norfolk Graduation Requirements

- A written **Personal Learning Plan** must include:
 - Identified Career Field or Career Cluster
 - Anticipated Graduation Date
 - Post High School Transition Plans
- Successful completion of **40 Credits of Language Arts**
 - 10 Credits of English 9
 - 10 Credits of English 10
 - 5 Credits of Composition
 - 5 Credits of Literature
 - 5 Credits of Speech
- Successful completion of **35 Credits of Social Studies**
 - 20 Credits of American History
 - 5 Credits of World Cultures/Geography
 - 5 Credits of Government
- Successful completion of **20 Credits of Science**
 - 10 Credits of Physical Science
 - 10 Credits of Biology
- Successful completion of **30 Credits of Mathematics**
 - Credits must be in sequence based upon placement in 9th grade:
- Successful completion of **15 Credits of Health and Physical Education**.
 - Successful completion of **90 Credits of Electives**
 - Must include:
 - 5 credits of Computer Technology or Student Demonstration of Mastery of Computer Technology Skills. Classes include: Computer Applications, Drafting, and Computer Programming.
- Total 230 Credits

Personal Learning Plan							
9 th grade		10 th grade		11 th grade		12 th grade	
1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
3 Math	Math	3 Math	Math	3 Math	Math	3 Math	Math
4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice	
5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch
6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
7		7		7		7	
8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language
Summer School	Summer School	Summer School					
American History 2		American Literature		Sociology			
Drivers Ed		Practical Communications		American Literature			
		Speech or Government		Practical Communications			

Black: required for graduation. **Red:** may be needed for college entrance. **Blue:** offered in summer school.

Required Classes

- Classes you must take and pass in order to graduate from high school.

1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
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English Choices

Composition (Writing)

- Composition (Creative Writing)
- Advanced Composition
- Practical Communication
- Research Composition
- AP Literature and Composition (Year long college-level class for the serious English student)

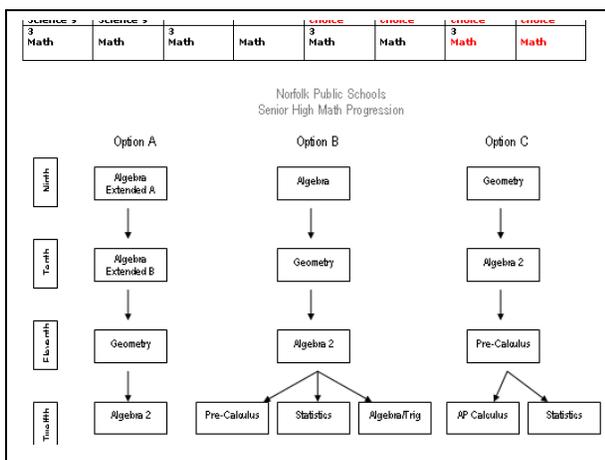
Literature

- American Literature
- British Literature
- Mythology/Science Fiction
- Shakespeare
- World Literature
- Speech (required)

2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
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Science Classes

- **Physical Science (9)**
- **Biology (10)**
- **AP Biology**
- **Chemistry**
- **AP Chemistry**
- **Physics**
- **AP Physics**
- **Anatomy and Physiology**



4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice
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Social Studies Choices

- Sociology
- Psychology 1 and 2
- Introduction to Psychology
- Investigating History

6 PE	Computer Technology Choice	6 PE	PE	6 Speech	6
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Physical Education Choices

- *Individual Lifetime Wellness*
- *Team Sports*
- *Weight Training & Conditioning*
- *Aerobics*
- *Health Education and Safety*
- Advanced Weight Training (elective)
- Weight Training (elective 9th grade)

6 PE	Computer Technology Choice	6 PE	PE	6 Speech	6
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Computer Technology Choices

- Computer Applications
- Drafting
- Computer Science 9
- Computer Science 1 and 2

6 PE	Computer Technology Choice	6 PE	PE	6 Speech	6		
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Speech

- Speech may be taken in 9th grade.
- Speech may be taken in summer school between 10th and 11th grade.
- Speech may be taken in 11th grade.
- A year of **Novice Debate** will substitute for the speech requirement.

8 Foreign Language							
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World Languages

- **French (9-12)*
- **German (10-12)*
- **Spanish (9-12)*

- Conversational Spanish (9th grade elective)

Summer School	Summer School	Summer School	
American History 2	American Literature	Sociology	
Drivers Ed	Practical Communications	American Literature	
	Speech or Government	Practical Communications	

- 6 weeks, 30 class sessions
- Only 2 missed classes permitted
- \$20 per semester
- Register for one or two semesters
- 8 a.m. to 10 a.m., 10 a.m. to noon
- Drivers Ed - \$260

Electives

- Courses you choose
 - Support your career interests
 - Support your leisure interests
 - Support your personal and family goals

Agri-Business Junior High

- Introduction to Agriculture

Agri-Business

- Ag Construction
- Ag Management
- Ag Mechanics
- Ag Processing
- **Agri-Science*
- Companion Animal/Small Animal Care
- **Natural Resources/Wildlife Management 1*
- Natural Resources/Wildlife Management 2

Business Education Junior High

- Keyboarding
- Computer Applications
- World of Business

Business Education

- *Accounting 1
- Accounting 2
- *Business Law 1
- Business Law 2
- *Economics
- *Keyboarding
- *Marketing 1
- Marketing 2 – Sports & International Business
- Entrepreneurship & Management
- *Computer Applications
- *Intro to Information Tech.
- Digital Media
- *Personal Finance
- *Record Keeping

Technology Academy of Northeast Nebraska (TANN)

- TANN Web Page Design
- TANN Microsoft Office Specialist
- TANN PC System Maintenance
- TANN Digital Media
- TANN Web Page Design 2
- TANN Programming in C++

Family & Consumer Sciences Junior High

- Fashion and Design
- Family Living
- Careers 9
- Wellness 9

Family & Consumer Sciences

- *Child Development
- *Creative Design
- Economic Management
- *Food and Nutrition
- *Food Science
- Housing
- *Parenting Issues
- Relationships

Industrial Technology Junior High

- Industrial Technology 9
- IT9 - Woods

Industrial Technology

- Architectural Drafting
- Auto Technology
- Carpentry
- Consumer Auto
- *Drafting 1
- Drafting 2
- *Electronics Technology 1
- Electronics Technology 2
- Metals Technology 1
- Metals Technology 2
- Power and Energy
- *Woodworking Technology 1
- Woodworking Technology 2

Language Arts Electives Junior High

- Drama
- Publications
- Speech
- Writing (?)

Language Arts Electives

- Humanities
- Journalistic Photography
- *Newspaper Production
- *Yearbook Production
- *Novice Debate
- Varsity Debate
- *Theatre 1
- Theatre 2

Math Electives

- Computer Science 9 (Junior High)
- Computer Science 1
- Computer Science 2

Music Junior High

- Chorus
- Band
- Orchestra

Music

- *Choraleers/Jazz Tones
- *Band
- *Jazz Band
- *Orchestra
- *Choir

Visual Arts Junior High

- Art 9
- 3-D Art 9
- Computer Art

Visual Arts

- **Introduction to Senior High Art*
- Advanced Drawing
- Commercial Art
- Creative Art
- Painting
- Pottery
- Sculpture

Other Junior High Electives

- Challenge
- Peer Tutoring (SPARK)
- Learning Strategies
 - Reading 1
 - Reading 2
 - Study Skills 1
 - Writing 1
 - Writing 2
 - Writing 3

9-12 Athletics

- Fall Sports
 - Football
 - Volleyball
 - Girls Golf
 - Softball
 - Boys & Girls Cross Country
 - Boys Tennis
 - Cheerleading
- Winter Sports
 - Boys & Girls Basketball
 - Boys & Girls Swimming
 - Wrestling
 - Cheerleading
- Spring Sports
 - Baseball
 - Boys & Girls Track
 - Girls Tennis
 - Boys Golf
 - Boys & Girls Soccer

Senior High Activities

- Debate
 - Competitive debate
- DECA
 - Marketing club
- Drama Club
 - All aspects of theatre
- FBLA
 - Future business leaders
- French Club
- FFA
 - Science, business & technology of agriculture
- Gay-Straight Alliance
 - Promote safe schools, decrease harassment
- German Club
- Girls "N" Club
 - Lettered in sport or activity
- Key Club
 - Service organization
 - Linked to Kiwanis Club

Senior High Activities

- Marching Band
 - Half time shows & competitions
- Milestone/Panther Newspaper & Yearbook
- Mock Trial
 - Competition
- Mu Alpha Theta
 - Math Club
- Musical
- National Forensic League
 - Honorary speech & debate
- National Honor Society
 - Scholarship, character, service & leadership (Selected)
- Norfolk Panther Octagon Club
 - Service organization
 - Linked to Optimists Club

Senior High Activities

- One-Act Play
 - Competition
- Pink Panthers
 - Dance Team
- Quiz Bowl
 - Academic competition
- Skills USA VICA
 - Technology Club
- SOART
 - Student Organization Against Racial Tension
- Speech & Debate
 - Competition
- Student Advisory
 - Meets with principal to discuss school issues
- Student Athletic Trainers
 - Help athletes at practice & games
- Winter & Spring Play

Community Youth Activities

- 4-H
- Boys Scouts
- Girls Scouts
- Civil Air Patrol
- Wildlife/Young Life
- Church Youth Groups
- Fellowship of Christian Athletes

Personal Learning Plan (PLP) Presentation

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Norfolk Graduation Requirements

- A written **Personal Learning Plan** must include:
 - Identified Career Field or Career Cluster
 - Anticipated Graduation Date
 - Post High School Transition Plans
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- Must include:
 - 10 Credits of English 9
 - 10 Credits of English 10
 - 5 Credits of Composition
 - 5 Credits of Literature
 - 5 Credits of Speech
- Successful completion of **35 Credits of Social Studies**
- Must include:
 - 20 Credits of American History
 - 5 Credits of World Cultures/Geography
 - 5 Credits of Government
- Successful completion of **20 Credits of Science**
- Must include:
 - 10 Credits of Physical Science
 - 10 Credits of Biology
- Successful completion of **30 Credits of Mathematics**
- Credits must be in sequence based upon placement in 9th grade:
- Successful completion of **15 Credits of Health and Physical Education**.
- Successful completion of **90 Credits of Electives**
- Must include:
 - 5 credits of **Computer Technology** or Student Demonstration of Mastery of Computer Technology Skills. Classes include: Computer Applications, Drafting, and Computer Programming.
- Total 230 Credits**



Personal Learning Plan							
9 th grade		10 th grade		11 th grade		12 th grade	
1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
3 Math	Math	3 Math	Math	3 Math	Math	3 Math	Math
4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice	
5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch
6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
7		7		7		7	
8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language
Summer School	Summer School	Summer School	Summer School				
American History 2		American Literature		Sociology			
Drivers Ed		Practical Communications		American Literature			
		Speech or Government		Practical Communications			

Black: required for graduation. **Red:** may be needed for college entrance. **Blue:** offered in summer school.

Required Classes

Classes you must take and pass in order to graduate from high school.

1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
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English Choices

Composition (Writing)

- Composition (Creative Writing)
- Advanced Composition
- Practical Communication
- Research Composition

Literature

- American Literature
- British Literature
- Mythology/Science Fiction
- Shakespeare
- World Literature

- AP Literature and Composition (Year long college-level class for the serious English student)
- Speech (required)

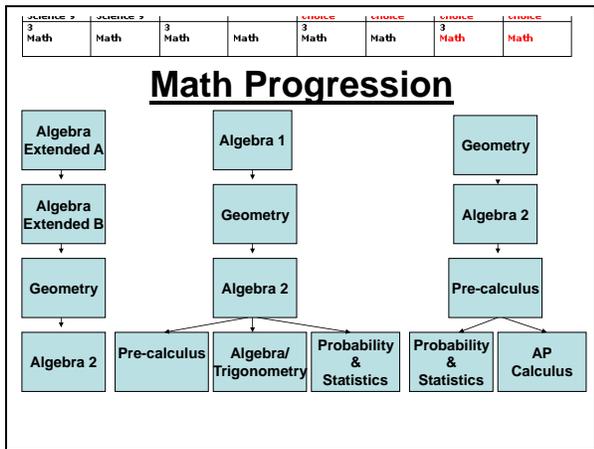


2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
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Science Classes

- Physical Science (9)
- Biology (10)
- AP Biology
- Chemistry
- AP Chemistry
- Physics
- AP Physics
- Anatomy and Physiology





4	4	4	4	4	4	4	4
American History 1	American History 1	American History 2	American History 2	Government	World Cultures	Social Studies Choice	

Social Studies Choices

- Sociology
- Psychology 1 and 2
- Introduction to Psychology
- Investigating History



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

Physical Education Choices

- Individual Lifetime Wellness
- Team & Individual Sports
- Beginning Strength Training
- Aerobics/Weight Training
- Health Education and Safety
- Adaptive Physical Education
- Advanced Strength Training (elective)
- Weight Training (elective 9th grade)



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

Computer Technology Choices

- Computer Applications
- Drafting
- Computer Science 9
- Computer Science 1 and 2



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

Speech

- Speech may be taken in 9th grade.
- Speech may be taken in summer school between 10th and 11th grade.
- Speech may be taken in 11th grade.
- A year of **Novice Forensics** will substitute for the speech requirement.



8	8	8	8	8	8	8	8
Foreign Language							

World Languages

- *French (9-12)
- *German (10-12)
- *Spanish (9-12)
- Conversational Spanish (9th grade elective)



Summer School	Summer School	Summer School	
American History 2	American Literature	Sociology	
Drivers Ed	Practical Communications	American Literature	
	Speech or Government	Practical Communications	

- 6 weeks, 30 class sessions
- Only 2 missed classes permitted
- \$20 per semester
- Register for one or two semesters
- 8 a.m. to 10 a.m., 10 a.m. to noon
- Drivers Ed - \$260



Electives

- Courses you choose
 - Support your career interests
 - Support your leisure interests
 - Support your personal and family goals



Agri-Business Junior High

- Introduction to Agriculture




Agri-Business

- Ag Construction
- Ag Management
- Ag Mechanics
- Ag Processing
- *Agri-Science
- Companion Animal/Small Animal Care
- *Natural Resources/Wildlife Management 1
- Natural Resources/Wildlife Management 2



Business Education Junior High

- Keyboarding
- Computer Applications
- World of Business



Business Education

- *Accounting 1
- Accounting 2
- *Business Law 1
- Business Law 2
- *Economics
- *Keyboarding
- *Marketing 1
- Marketing 2 – Sports & Entertainment Marketing
- Entrepreneurship & Management
- *Computer Applications
- *Intro to Information Tech.
- Digital Media
- *Personal Finance
- *Record Keeping



Technology Academy of Northeast Nebraska (TANN)

- TANN Web Page Development
- TANN Digital Media
- TANN PC System Maintenance
- TANN Intro to Digital Design
- TANN Adv Web Page Development
- TANN Programming in C++



Family & Consumer Sciences Junior High

- Fashion and Design
- Family Living
- Careers 9
- Wellness 9



Family & Consumer Sciences

- **Child Development*
- **Creative Design*
- Economic Management
- **Food and Nutrition*
- **Food Science*
- Housing
- **Parenting Issues*
- Relationships



Industrial Technology Junior High

- Industrial Technology 9
- IT9 - Woods



Industrial Technology

- Architectural Drafting
- Auto Technology
- Carpentry
- Consumer Auto
- **Drafting 1*
- Drafting 2
- **Electronics Technology 1*
- Electronics Technology 2
- Metals Technology 1
- Metals Technology 2
- Power and Energy
- **Woodworking Technology 1*
- Woodworking Technology 2



Language Arts Electives Junior High

- Drama
- Publications
- Speech



Language Arts Electives

- Journalistic Photography
- **Newspaper Production*
- **Yearbook Production*
- **Novice Forensics*
- Varsity Forensics



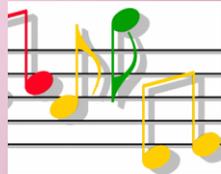
Math Electives

- Computer Science 9 (Junior High)
- Computer Science 1
- Computer Science 2



Music Junior High

- Chorus
- Band
- Orchestra



Music

- **Choraleers/Jazz Tones*
- **Band*
- **Jazz Band*
- **Orchestra*
- **Show Choir (Jazz Tones)*
- **Treble Choir*
- **Varsity Choir*



Visual Arts Junior High

- Art 9
- 3-D Art 9
- Computer Art



Fine Arts Visual Arts

- **Introduction to Senior High Art*
- Advanced Drawing
- Commercial Art
- Creative Art
- Painting
- Pottery
- Sculpture



Fine Arts

- Humanities
- *Theatre 1
- Theatre 2



Other Junior High Electives

- Challenge
- Peer Tutoring (SPARK)
- Learning Strategies
 - Reading 1
 - Reading 2
 - Study Skills 1
 - Writing 1
 - Writing 2
 - Writing 3



Extended Learning Activities

Make a connection between what you are learning in school and what you can use in life

- Fun
- Learn transferable skills
- Look good on your resumé



9-12 Athletics

- Fall Sports
 - Football
 - Volleyball
 - Girls Golf
 - Softball
 - Boys & Girls Cross Country
 - Boys Tennis
 - Cheerleading
- Winter Sports
 - Boys & Girls Basketball
 - Boys & Girls Swimming
 - Wrestling
 - Cheerleading
- Spring Sports
 - Baseball
 - Boys & Girls Track
 - Girls Tennis
 - Boys Golf
 - Boys & Girls Soccer



Senior High Activities

- Debate
 - Competitive debate
- DECA
 - Marketing club
- Drama Club
 - All aspects of theatre
- FBLA
 - Future business leaders
- French Club
- FFA
 - Science, business & technology of agriculture
- Gay-Straight Alliance
 - Promote safe schools, decrease harassment
- German Club
- Girls "N" Club
 - Lettered in sport or activity
- Key Club
 - Service organization
 - Linked to Kiwanis Club

Senior High Activities

- Marching Band
 - Half time shows & competitions
- Milestone/Panther Newspaper & Yearbook
- Mock Trial
 - Competition
- Mu Alpha Theta
 - Math Club
- Musical
- National Forensic League
 - Honorary speech & debate
- National Honor Society
 - Scholarship, character, service & leadership (Selected)
- Norfolk Panther Octagon Club
 - Service organization
 - Linked to Optimists Club

Senior High Activities

- One-Act Play
 - Competition
- Pink Panthers
 - Dance Team
- Quiz Bowl
 - Academic competition
- Skills USA VICA
 - Technology Club
- SOART
 - Student Organization Against Racial Tension
- Speech & Debate
 - Competition
- Student Advisory
 - Meets with principal to discuss school issues
- Student Athletic Trainers
 - Help athletes at practice & games
- Winter & Spring Play

Community Youth Activities

- 4-H
- Boys Scouts
- Girls Scouts
- Civil Air Patrol
- Wildlife/Young Life
- Church Youth Groups
- Fellowship of Christian Athletes



Bibliography

PowerPoint developed by Pamela Wright, Careers Teacher, Norfolk Jr High, Norfolk, NE pwright@npsna.org, 2007.
Animation selected from www.animationfactory.com Subscription service.

Career Cluster HEALTH SCIENCES

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
LANGUAGE ARTS	English 9	English 10	3 sem. of Composition & Literature + Speech <i>Advanced Composition</i> Research Composition <i>American or World Literature</i>	
SOCIAL STUDIES	American History I	American History II	Government World Cultures	Sociology Intro to Psychology
MATH ►	Algebra I	Geometry	Algebra II	Pre-Calculus <i>Probability & Statistics</i>
SCIENCE	Physical Science	Biology	Chemistry Physics Anatomy & Physiology AP Biology AP Chemistry	
PHYSICAL EDUCATION	PE 9	2 semesters of Weight Training or Aerobics or Team Sports or Individual Lifetime Wellness or Health and Safety		
CAREER EDUCATION	Food Science Foods & Nutrition Child Development Parenting Issues <i>Electronics (as pathway indicates)</i> Computer Applications* Relationships Personal Finance or Economic Management			
FINE ARTS	<i>Humanities</i> <i>Intro to Art</i> <i>Sculpture</i> <i>Music</i>			
WORLD LANGUAGES	<i>French or German or</i> Spanish			

REQUIRED

HIGHLY RECOMMENDED: SELECT BASED ON PATHWAY

SUGGESTED: SELECT BASED ON PATHWAY

► See Math Flow Chart

*5 credits of Computer Applications, Drafting I, or Computer Science

Lesson Title: Where Do I Go From Here?

Career Cluster: N/A

Essential Knowledge and Skills: all

Career Concepts: N/A

Summary: Students will create a presentation to demonstrate what they would like to do in their future, and a summary of what they have learned so far.

Course Objectives:

2.1 Students will be able to make connections between personal strengths, interests, and careers.

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

6.2 Identify postsecondary options in relationship to the career clusters.

Lesson Objectives:

Students will...

- Review Essential Knowledge and Skills related to their own career cluster interests.
- Create a “My Life Presentation” indicating goals for the future.

Time: Four class periods

Required Materials: (Depending upon the availability of resources) One 8 ½ X 11 sheet of paper (bring a variety of colors) for each student, markers or colored pencils, PowerPoint, Movie Maker, iMovie and/or desktop publishing software.

Optional Resources: Magazines and catalogs to cut pictures, scissors, and glue

Content and Teaching Strategies:

Anticipatory Set

Teacher says: Thinking of everything you have learned so far in this class, brainstorm three words that capture your understanding of the World of Work. Write on paper and describe each of these words.

Lesson Components

1. If students choose to make a booklet they should fold their paper as described below. They should then decorate their book putting the following information on the pages. If students are doing a PowerPoint or movie, include the following in the presentation.
 - a. Title Page
 - b. My three words and descriptions
 - c. My Essential Knowledge and Skills including my strengths and areas I want to improve.
 - d. My Career Cluster and possible pathways.
 - e. My education (high school and beyond).
 - f. My future personal life (including lifestyle, leisure time and family life).
 - g. My favorite career lesson.

Essential Knowledge and Skills Connection

The components of this lesson emphasize all of the Essential Knowledge and Skills activities. Choose one of the following activities to help students connect the lesson with their own development of EKS:

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

Lesson Closure

In small groups, students will share what they planned in their “My Life” presentation. Note: This could be used as the final assessment and not shared in class.

Formative Assessment:

Students will have completed their “My Life” presentation.

Booklet Template

This page intentionally left blank.

Fold 1
Fold Paper in
Half

Fold 2, Along this line

After all 3 folds have been made staple in this area and cut
pages apart.

Fold 3, Along this line



Resources

This page intentionally left blank.

Student Notebooks

Throughout this curriculum guide, many of the anticipatory sets and closures ask students to record information in their notebook. There are journal prompts throughout as well. It may be helpful to have each student in the class have his/her own notebook to keep everything together. At the end of the course, the notebook can serve as a portfolio of the student's learning and activities for the semester.

Additional options for notebooks: Pocket folders with prongs, electronic storage, class web-pages. If Notebooks are not used daily, they could be used for summary purposes.

Students will need a spiral-bound notebook (8.5x11in.) with about 100 pages.

Students can design a course-related cover if they wish and include the following information: student's name, course name, class period, school year, etc.

The notebook can be used daily to take notes about the information taught in class as well as used to write journal entries and complete anticipatory sets and closures.

As a result of a program called History Alive!, interactive student notebooks have become popular and may be a useful addition in this course as well. For more information about interactive student notebooks, please visit www.teachoci.com/forum/isn.aspx

The following General Prompt Suggestions can be used with students throughout the curriculum.

1. How is what you learned today different from what you previously knew or thought?
2. Summarize today's learning: If you had to explain what you learned to elementary school students and only had five minutes to do it, what would you tell them?
3. Write down questions you would like to ask a speaker if they were presenting about today's topic.
4. How has your view of the career presented today changed?
5. Give your opinions about today's topic.
6. Does the information provided today meet your requirements for earning?
7. If you think about the lifestyle you'd like to live as an adult, how would this career fit or not fit?
8. Thinking about the type of student you currently are, will you have to change in order to complete the learning requirements for the career you desire? How and why?

Essential Knowledge & Skills Definitions

Communication

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

Employability and Career Development

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

Information Technology Applications

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

Leadership and Teamwork

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

Legal Responsibilities and Ethics

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

Problem Solving and Critical Thinking

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

Safety, Health, and Environmental

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

Systems

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

Technical Skills

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

Guidelines for Career Guest Speakers

Throughout this curriculum, many lessons have great opportunities for students to hear from people who are actually working in the different career clusters. Organizing a guest speaker doesn't have to be difficult. You can make changes to this skeleton and include presentation ideas to help your guests hit on the right information.

Dear Guest,

Thank you for accepting an invitation to talk to our students about your career field. The students are learning about career fields, clusters, and pathways. Information about these terms can be found on the Nebraska Career Connections website at www.NebraskaCareerConnections.org. Please share information about the qualifications for the careers in your field, the working conditions, where the careers are, wages and salaries, and employment prospects. Please talk to the entire class about how and why you chose to enter your field and what it is like. We want the good news with the bad, so that you leave students with a good understanding of the profession.

Please note our classes are ___ minutes long. You will usually have an audience of ___ students in ___ grade from ___ to ___ a.m. and about ___ students in ___ grade from ___ to ___ a.m. Our classes are in ___ building in room ___. You may park _____. One of my students or I will meet you and lead you to the classes.

We've enclosed a suggested outline for your presentation. These topics are intended to give you some ideas for your presentation. Please design a presentation you are most comfortable giving--adding, omitting, or reorganizing, as you like. Announce if you will take questions during the presentation. Please lead the students through your presentation. You cannot depend on their questions to keep the discussion moving along. Please let us know of your audio visual requirements. Our students particularly like visuals, moving pictures, and show-and-tell items like examples of your products.

All the instructors and students thank you for investing time to excite our students about your field and their futures! Please call us anytime with your suggestions and questions.

Sincerely,

Suggested Outline for Career Presentations

This document can be used as a tool to give guest speakers prior to coming to the classroom to speak. These questions provide a guideline for speakers to follow as well as an idea of questions to address. These guidelines should be edited based on the speaker and presentation.

Purpose

Inform students about your career and how and why you got into it.

Suggest ways for students to find careers that best suit their interests, aptitudes, and skills

Your biography

Tell us about yourself (and don't be bashful!)

How did you get into this line of work?

When did you know it's what you wanted to do?

Did anyone help you decide what profession(s) you should go into?

What other jobs have you held?

What interests do you have outside the work place?

Preparing yourself

How did you prepare for the job you have?

What training would you recommend for someone interested in this field?

How many years of education are required for this particular job?

What kinds of jobs can you consider with training in this field?

What's the job like?

What is a typical day like? What do you spend most of your time doing at work?

What is your work environment like?

What are typical salaries or wages for the field?

What kind of work hours do you keep?

What abilities help you to do your work?

What do you like most about what you do?

What do you like least about what you do?

The job prospects

What advice would you give others preparing for this type of work?

What do you see in the future for this line of work?

How can someone get more information about the field and how enter

Next steps

Are you interested in counseling students if they are interested in the career?

Can you suggest other professionals who may want to help students make choices?

Guest Speaker Notes

Name: _____

Insight into the industry, concerns, commitments, challenges

Student's Name _____

Business Guest's Name _____

Title _____

Company/organization _____

Address _____

The Job/Role the Guest Performs Within His/Her Company _____

Career Paths: What types of career specialties are there in this business/industry?

Job Specifications: What is the typical day like for this person? What salary can be expected? What are the working hours/conditions? List four items.

Preparation: What types of training are needed to prepare for this position?

Outlook: What does the future job prospects for this profession look like?

Teamwork: What teamwork skills are needed to be successful in this business/industry? (e.g., attitudes, open-mindedness, social skills, etc.)

Essential Knowledge Skills: What specific EKS are helpful in this position?

**Guest Speaker
THANK YOU LETTER**

Student's Name _____

Business Guest's Name _____

Title _____

Company/Organization _____

Address _____

Role of Guest in His/Her Company/Industry _____

ASSIGNMENT

Write a letter of positive feedback and reflection on what you learned and how what the guest speaker said can be of use to you. The requirements of the letter are:

- _____ Business letter using student's personal return address or letterhead
- _____ Full title and mailing address of speaker
- _____ Block style; open punctuation format
- _____ First paragraph: What is the purpose for writing the letter? (Include why guest was at school and date of visit to class)
- _____ Second paragraph: At least three main ideas gained from the speaker. Writing about specific information and ways in which the speaker helped you understand his/her job and the business/industry they work in.
- _____ Third paragraph: What else did the speaker cause you to wonder about? What more would you like to know? Are there some additional questions or curiosities or concerns you would like to explore further (with that guest or others) as a result of what the speaker had to say?

NOTE: Please paper clip this sheet to your letter and turn in no later than _____.
All thank you letters will be mailed to the Guest Speaker in one envelope. (Due Date)

Nebraska Career Connections-Instructor Registration and Login Instructions

If you are new to Nebraska Career Connections and do not know your School Access Code and Batch Codes, begin with Step One. If you already have the appropriate codes, begin with Step Three.

Step One: Check with your administrator, counselor, or other career teacher to see if your school has a registered for Nebraska Career Connections. If they have registered, write down the School access code as well as Batch Codes for the following assessments:

- Kuder Career Search with Person Match
- Kuder Skills Assessment

Step Two: If your school is not registered for Nebraska Career Connections, utilize the Administrative Login Instructions found in the supporting document section of the curriculum.

Step Three: If students have not previously logged into the Nebraska Career Connections website have them do the following:

1. Go to www.nebraskacareerconnections.org.
2. Have students register as a new user utilizing the Individual Login Instructions handout.
 - It is recommended that the students use their school login user name and password. This is not mandatory, but it will save lots of login questions. If the student's login name is already used, we recommend that the students use their login user name followed by the month and date of their birthday. (csample128)
3. Students should complete the Nebraska Career Connections Registration Information handout which will be turned into the teacher after registration is complete.

Recommendations:

- Have all students login to the system and register at the same time to avoid individual teachers registering students at different times and students registering more than once.
- Make sure that students write down their login name and password on the Nebraska Career Connections Registration Information. It is highly recommended that a list of the login names and passwords are kept on file in the counseling office.
- Make sure the students use case sensitive information as this is where the information for the resume and reports is retrieved.

Batch Codes are the numbers received from the Kuder Company used to allow the students to take the various assessments. These codes are extremely important as they tie the student to the school data base and allow the site administrator to run reports from the system. The codes are emailed to the site administrator upon registration for the Nebraska Career Connections program. They can also be found on the Administrative side of NCC under Batch Codes.

The **School Access Code** is the number assigned to each school when registration is completed by the site administrator. This number is entered on the student registration page along with the school zip code. This can be entered on the registration form before it is printed.

Nebraska Career Connections-Student Registration Information

*User Name: _____ Must be between 5 and 20 characters with **no spaces**. *
Information must be completed.
It is recommended that you use your school login name. If the
systems does not allow your name
Because it is already used, use your login name followed by the
numbers for the month and day of your birthday. (jsmith723)

*Password: _____ It is recommended that you use your school Login
password.

*Confirm Password: _____

*Secret Question: (Click to select) _____

*Secret Answer: _____ If you forget your password this is used
to verify your identity.

E-mail: _____ Use an email address that can be printed on your
résumé without embarrassment later.

*First Name: _____ Make sure you use capital letters as this information
will be used on your resume.

*Last Name: _____

*Street Address: _____

*City: _____

*State: (Click to Select Nebraska)

*Zip Code: _____

*Country: United States

*Gender: 0 Male 0 Female

Ethnicity: (Click to Select)

Parent/Guardian Email: _____

Parent/Guardian Email: _____

School Access Code: _____

School Zip Code: _____

High School Graduation Year: (Select Year)

Complete this form and return it to your instructor. Make sure you keep your user name and password as you will need it to reenter the program.

Glossary

Academic transfer	When a student transfers from one institution to another prior to receiving a degree.
ACT [®]	A test that assesses high school students' general educational development and their ability to complete college-level work. Most colleges in America accept the ACT [®] as a part of its admissions process.
Activity Fair	A kinesthetic strategy for gaining information where students explore the various activities, clubs, and organizations at the school by walking around the room to informational booths.
Admissions	The process of being accepted by a college or training program. Certain requirements will be expected.
Advance Placement Course	A rigorous course taken at the high school level, taught by the high school instructor approved by the cooperating college or university. Requires an exam at the completion of the course.
Apprenticeship	On-the-job training coordinated with courses of academic study leading to certified mastery of particular skills. Certification can lead directly to employment, or may be part of a larger strategy of building a set of certified skills in the workplace.
ASSET [®]	A test instrument that measures in writing, numerical, and reading skills and advanced mathematics such as elementary, intermediate, or college algebra and geometry.
Associate Degree	An academic title awarded by a post-secondary institution as an indication of the completion of a course of study that generally takes 18 months to two years to complete.
ASVAB [®]	Armed Services Vocational Aptitude Battery test consists of verbal, math, and technical tests. The scores focus on factors that will help determine jobs that align with individuals abilities.

Bachelor's Degree	An academic title awarded by a college or university as an indication of the completion of a course of study that generally takes four or more years to complete.
CALS	Career and Life Skills. A self assessment to measure progress in the Essential Knowledge and Skills identified in the Nebraska Career Field Model.
Career	Based on the NCE model, a career is a life long journey as a person works to meet their earning, learning and living goals. A career continually changes as an individual grows through personal experiences, education and activities.
Career Cluster	A grouping of careers with similar skills or common themes based on industry groupings and all educational levels.
Career Development	EKS: Actively engaged in setting goals for personal living, earning a living, and life-long learning, and establishing a plan for reaching these personal goals.
Career Field	A broad grouping of the 16 Career Clusters based on commonalities among clusters.
Career Pathway	A sub-group listed next to one of the six career fields on the NCE model. Specialties fall into this group.
Catch Phrase	A one line phrase that is associated with a business or particular product. For example: Nike® : Just do it.
Career Specialty	A specific job title within a pathway within a cluster.
Certification	A credential indicating specific training in a career specialty.

Class Rank	A numerical position one holds within their class in relation to their grade point average.
College/University	A post secondary institution that offers degrees. Programs and length of study vary. Universities are usually larger than a college, provide a wider range of majors and offer advanced degrees such as masters and doctorates.
Communication	EKS: The ability to speak, listen, read, and write to function successfully in a variety of settings including school, home, and the worksite.
Community College	A post secondary institution that offer certificates, diplomas and associate degrees. Programs and length of study vary. Many programs will transfer to a four-year college and/or university.
COMPASS®	An untimed, computerized test used by colleges to evaluate personal skills and appropriate course placement. COMPASS® offers tests in reading, writing, math, writing essay, and English as a Second Language (ESL).
Concurrent Enrollment	Allows academically talented high school juniors and seniors to enroll in University courses and receive college credit. High school credit is not received.
Cooperative Education Program	An arrangement in which teachers coordinate classroom instruction with students' part-time work in the field. Students spend part of the day at school and part of the day on the job honing their career skills.
Credit	A unit to measure the quantity of classes completed. For example, in one school you will earn 5 credits for each semester class you pass. Historically credits were developed based upon the number of hours per week a class met.

Critical Thinking	The mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion.
Design Process	Problem solving model with the following steps: <ol style="list-style-type: none"> 1. State the problem 2. Research 3. Think of alternative solutions 4. Choose the best solution 5. Implement 6. Evaluate
Distance Education	Education in which the teacher and student are not together in the classroom.
Doctorate	An academic title awarded by a college or university as an indication of the completion of an advanced course of study beyond a bachelor's degree, the highest level of graduate school.
Dual Credit	A course a taken while in high school through a college that awards both high school and college credit at the same time.
Dual Enrollment	Enrolled in two institutions at the same time.
Elective	Classes that the student can choose. Choice may be based upon classes that will support career goals, leisure interests, or personal and family goals.
Employability	EKS: The characteristics employers need in outstanding employees such as, consistent punctuality and attendance, appropriate dress and personal habits, accepting direction and criticism, adapting to change, completing projects, and managing time.
Entrance Requirements	Standards to be passed in order to enter. Colleges require certain classes in high school and sometimes certain entrance exam scores to enter their school. These requirements vary from college to college.

Entrepreneurship	The act of creating and developing your own business based upon a consumer need or service.
Essential Knowledge and Skills (EKS)	A set of knowledge and skills common to all 16 career clusters. On a foundation of Academic and Technical Literacy, students must also gain proficiency in employability, ethics, systems, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication and safety, health, and environment.
Ethics	The rules or standards governing the conduct of a person or the members of a profession
EXPLORE [®]	This program is designed to help 8th and 9th graders explore a broad range of options for their future. It prepares students for high school coursework and post-high school choices.
Exploratory Interview	A short, informal talk with someone who works in a career that one finds interesting.
Extending Learning	School and community activities that help develop transferable skills and often leadership development.
FAFSA	Free Application for Federal Student Aid. The required application to apply for any type of federal financial aid including grants, work study and student loans.
Financial Aid	Money students receive from a variety of sources to help pay for college including scholarships, grants, work study and student loans.
Gallery Walk	A kinesthetic strategy for gaining information where students walk around the room to different learning stations and take notes.
G.P.A.	Grade Point Average. The point(s) received for the grade earned. Points are totaled then averaged. This varies from district to district.

Grades	A way of recording your progress in a class. Grades may be listed as a percentage, e.g. 88%; on a point scale, e.g. 3.0 is a B; on a letter scale, e.g. A, B, C, D, F; or with a Pass/Fail indication.
Information Technology Application	EKS: The identification and use of the right tools for the task.
Interest Inventory	An assessment to determine what a student likes and is reported by career clusters.
Internship	Part-time, on-the-job learning experiences that reinforce classroom instruction. Interns can experience a career from the inside, and sometimes the experience might turn into full-time employment.
Job	A specific duty, role, or function.
Job Shadowing	An experience in which students seeking a better understanding of particular career specialty follow experienced workers through the course of a work day.
Know How 2 Go	A four step program through EducationQuest [®] designed to help students transition into college, career training or life-long careers.
Leadership and Teamwork	EKS: The ability to respectfully interact with diverse individuals or groups, including the ability to handle difficult situations and manage conflict in a positive way.
Legal Responsibilities and Ethics	EKS: With a good understanding of legal responsibilities you will know what is expected of you to be a good citizen who follows the law. With good ethical decision making skills you will know how to respect others, be accountable for the things you do, be responsible and do the things you are supposed to do so that you can feel good about who you are.
License	Completing the rules and regulations pertaining to a career specialty in order to legally enter into that kind of work.
Logo	Logo: A symbol representing a company or product. Examples: Nike [®] - "swoosh," McDonald's [®] - "M Arch."

Major	Area of study a post secondary student receives a degree in.
Marketing	Marketing is a social process which satisfies consumers' wants. The term includes advertising, distribution and selling of a product or service.
Master's Degree	An academic title awarded by a college or university as an indication of the completion of an advanced course of study beyond a bachelor's degree, the first level of graduate school.
Mentoring	Establishing a long-term relationship between a student and mentor in business designed to teach good work habits, work ethics, and other essential skills.
Military Academy	An education option that offers tuition free education in exchange for military service.
Minor	A supporting or additional area of study a post secondary student chooses. Requires less hours than a major. Example: Elementary teacher who has a minor in history.
NCE	Nebraska Career Education.
NCE Model	Nebraska Career Education model.
Occupation/Vocation	Work in which a person is regularly employed.
Online Education	Education delivered through the internet.
On-the-Job Training	Instruction at work to learn required tasks of the job
Person Match	The Kuder® Career Search with Person Match report includes a section called Person Match, which provides career specialty bios written by real people who have an interest profile similar to the student and have indicated satisfaction in their work.

Personal Learning Plan (PLP)	A flexible plan showing career fields and career clusters of interest to the individual, school and community extended learning activities, a plan of courses for high school, and possibly a plan of courses for post-secondary training.
PLAN®	Predictor of success on the ACT® administered to sophomores.
Plan of Study	A planned, coherent sequence of courses, four to six years in duration, recommended to support interest in a career cluster.
Post-secondary	Education or training after high school.
Prerequisite	A class that must be taken before another class can be taken. Prerequisites often provide an introduction or foundation that will help a student be successful in the next class. For example, it would be best to take Drafting 1 before Drafting 2. Sometimes, permission can be gained to enter a class without the prerequisite if the student can demonstrate knowledge and skill needed for the next class.
Private College	A college that relies on endowments, tuition and fundraising campaigns. They do not receive government subsidies.
Problem Solving and Critical Thinking	EKS: Identifying problems or situations requiring a solution, understanding the context, circumstances or facts related to the situation, and working toward a solution.
PSA	Public Service Announcement
P-SAT®	A test used to prepare for the SAT®. High scores from this test may qualify an individual for a National Merit Scholarship.

Public College	A college operated and financially supported by the state in which they are located.
Religious Affiliated College	A college that has a sponsoring denomination. Most welcome students from other faith denominations.
Required	Classes that the local school board of education has decided are necessary for all students. Required classes must be taken and passed in order to graduate from high school.
Safety, Health, and Environment	EKS: When you have good knowledge concerning your health and safety, you will have an understanding of health and safety issues that are most important to the work environment of each of the career clusters. You will be able to demonstrate and promote safety and health and be aware of protecting the surrounding environment while working in the career cluster industry you choose.
SAT [®]	A test that assesses high school students' general educational development and their ability to complete college-level work. Most colleges in America accept the SAT [®] as a part of its admissions process.
Service Learning	Volunteer service projects that give students useful work experience while benefiting the community.
Specialty Degree	A college degree that is higher than a masters' degree but not equivalent to a doctorate. Usually a narrow field of study.
Systems	EKS: A group of parts working together as a whole, for example: understanding the policies in a business and how those policies influence the work within a company or industry as a whole, and further into the larger community or environment.

Target Market/Audience	A group of individuals specifically targeted to sell a product to.
Teamwork	With good leadership skills you will be able to lead groups of people in such areas as sports, group work, or problem solving. With good teamwork skills you will be able to recognize cultural, social, and ethnic differences and be able to work well with them. You will be able to contribute with others to achieve group goals.
Tech Prep	A program between high schools and community colleges that offer students an opportunity to earn college credit through their high school course. The credits apply to only the college that has articulated the course.
Technical School	A private post-secondary school that offers training programs for specific career specialties.
Technical Skills	EKS: The attainment and application of the skills identified for a particular career specialty.
Think-Pair-Share	A strategy in which students think of an answer on their own and then get together with a classmate to share and discuss ideas.
Transcripts	A record of the courses a student has taken, the grades earned and the credits earned. Other information may be included such as achievement test scores, attendance, etc.
Transition	The passage from one part of life to another. Typical transitions for students are from middle school to high school and high school to training after school. Typical transitions for youth are from adolescence to adulthood, or dependence to independence.

Ticket Out or Exit Slip	A strategy for closure where students summarize or reflect on the lesson in writing before exiting the classroom.
Universal Systems Model (PIMTECT)	A visual representation to help learners organize and understand the parts of a system and PIMTECT. PIMTECT is an acronym for People, Information, Materials, Tools, Energy, Capital, and Time.
University/College	A post secondary institution that offers degrees. Programs and length of study vary. Universities are usually larger than a college, provide a wider range of majors and offer advanced degrees such as masters and doctorates.
Vocation/Occupation	Work in which a person is regularly employed.

Nebraska Career Education Model

