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| **Lesson Name:** | **Career Cluster Design** |
| **Grade Level(s):** | 8th |
| **Goal/Objective(s):** | The students will be able to design a career cluster chart in a group setting after researching different career clusters using CFWV and visiting different career cluster charts available on Google. The students will be able to place their own career choice with a list of skills on the career chart as to where they understand there is a fit.  During this objective, the students will be able to view past, present, and future career clusters and discover transferrable skills. |
| **Standard(s):** | **Technology Standards:**  **21C.O.5-8.3.TT2** student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.  **21C.O.5-8.3.TT3** student analyzes current information technologies and the effect these technologies have on the workplace and society.  **21C.O.9-12.2.TT2** student collaborates with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.  **21C.O.9-12.2.TT4** student uses technology tools and multiple media sources to analyze a real-world problem, design and implement a process to assess the information, and chart and evaluate progress toward the solution.  **HS.O.LCON.1.1** assess factors involved in cussessful leadership skills, citizenship traits and teamwork traits.  **HS.O.LCON.1.2** apply leadership, citizenship and teamwork skills as an integral part of classroom activities.  **HS.O.LCON.2.1** summarize barriers to effective communication (face to face in group and digital if Edmodo communications used to gather and discuss).  **HS.O.LCON.2.2** practice skills used to communicate with clients and coworkers.  **HS.O.LCON.5.1** implement decision making and goal setting processes.  **HS.O.LCON.5.2** demonstrate problem solving skills.  **HS.O.LCON.5.3** practice appropriate etiquette and social skills.  **HS.O.LCON.6.4** investigate career paths in relation to personal aptitudes, interest, standards, and desired lifestyle.  **HS.O.LCON.7.7** demonstrate strategies for time management.  **HS.O.LCON.8.2** assess factors that contribute to successful performance at work.  **HS.O.LCON.8.9** discuss elements of professionalism (while students are working, the instructor is observing and discussing better ways to interact/perform/manage).  **School Counseling – Student Success Standards:**  **MLP.SS.1.2.5** actively engage in a variety of assessments and inventories to identify skills, interests and aptitudes for postsecondary planning.  **MLP.SS.2.1.1** explore how personal abilities, skills, interests and values relate to workplace.  **MLP.SS.2.1.8** practice expected workplace dispositions and behaviors. |
| **Instructions:** | 1. Students go to the CFWV site and create an account or log in. 2. Students go to the Career Planning section and perform the surveys for the Learn About Yourself. These include the Interest Profiler, Career cluster Survey, Basic Skills Survey, Transferable Skills Checklist, Work Values Sorter, and The Career Key. 3. Next, the students will go into the section “Explore Careers”. The students will individually go into their own career choice and list the skills needed for the career along with what cluster it is in. This is to be done on a sticky note with their name, date, period, career name, cluster, and skills listed. This sticky will be used to be placed on a chart which will be created by the students during the design phase of the cluster project. 4. The instructor will need to pull clusters up on the screen and review them with the students along with giving instructions regarding students going to Google to research cluster charts. The students are not allowed to copy charts and are to create their own. 5. As an additional, the teacher may choose to use Edmodo, where the students will download and print their selection of cluster chart from Google. The students must list the citing information. 6. The above is an example of the Edmodo, where the students must post a different chart that ones already posted, where they will review cluster charts and where the instructor can see that the student has listed citing information. 7. As an additional lesson, the instructor may choose to review plagiarism and copyright information at the following links, and ask questions using the Edmodo site to ensure understanding. <https://www.commonsensemedia.org/videos/copyright-and-fair-use-animation> 8. Above is an example of the Common Sense site, which is free, for educators to use and age appropriate. 9. The students are to print off their Portfolio under Career Planning in the CFWV site, which will list rankings for the student and show cluster listings. 10. All students will hand in a printed cluster chart to the instructor, who will mix them up and then give a set to each table when groups are formed for the building of the cluster chart. If there is a current textbook being used, this may also be used as a reference, showing past and possibly present jobs, so that the students can see how jobs have changed. If a student has a job which is not listed, such as “Imagineering” which is a new technology job where 3-D goggles are work and innovation/invention occurs, then the student will make a description for that job and place it on the chart with the skills researched. The student may need to further research skills and must list the evidence cite information on the back of the poster designed as to where the information was found. 11. The student will also print out his or her portfolio and will be given this to review while in the classroom building the poster as a reference. These are to remain with the student unless the teacher keeps them filed, as they are private to the individual student. 12. Once the cluster charts have been submitted and approved digitally by the teacher on Edmodo or some other feature and have been printed out with portfolios, the teacher and students will gather in the classroom in groups and start to design cluster charts at each group table. 13. Once the charts are finished, the students will present to the front of the classroom and will place where “they fit” as to their career choice (the sticky note previously filled out) on the board. 14. The instructor will ask higher level questions, per choice, as to the reasoning of the student’s placement of the sticky and will then ask the student where else the student could place his or her sticky. This will reinforce understanding that some careers may be worked in several clusters. For example, someone working in technology could also be working in the medical field. 15. If there is a student who did not find placement on the board of his or her group, due to clusters, then that student will choose a chart where he or she “fits in” and place the sticky on that chart. 16. Group discussion is to transpire and questions should be asked of various groups while reviewing the groups chart and other group charts. 17. The chart may be graded as a group grade and the sticky as individual, or a mixture. Assessment is at the discretion of the instructor. It may also be helpful to have other classes review the charts, hanging them up or at tables, so that all grade levels and classes can see differentiation in charts and review understanding of clusters. It may give someone an idea of a career not previously thought about and opens up discovery. |
| **Materials:** | Computer Lab  CFWV Account  Edmodo account by instructor is by choice for communication  Computer lab or rotating computer stations in the classroom  Classroom with desks in group stations or table and 4 to a group if possible  Poster board, one for each group, and a couple of extras  Glue  Index cards that can be folded or manipulated  Permanent or thick pens (cluster groups so that they are bold)  Thin pens for stickies  Scissors  Internet for research |
| CFWV Tools Used: | <https://www.cfwv.com/>  Career Planning  Learn About Yourself  Interest Profiler  Career Cluster Survey  Transferrable Skills Checklist  Basic Skills Survey  The Career Key  School-2-College-2-Work  Explore Careers |
| **Assessment:** | Completion of project |