

Name _____
School _____
Teacher/Period # _____

ADDING A FEW MORE PIECES TO YOUR CAREER PUZZLE



Career & Educational Planning Unit Student Booklet Grade 8



A Project of

**The Grand Forks Public Schools
Counseling and Career Education Departments**

2400 47th Avenue South
Grand Forks, North Dakota 58201
www.gfschools.org/careereducation

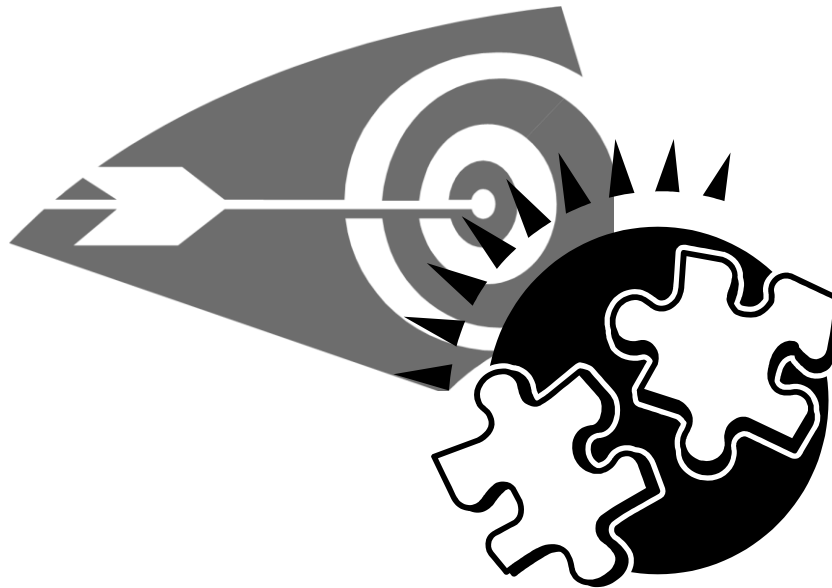
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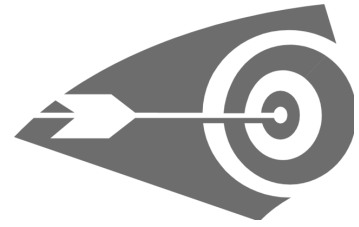
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Grade 8 Target Goals



You will:

- ① Describe characteristics of each of the career clusters
- ② Research occupations that lie within your strongest career cluster(s)
- ③ Become acquainted with high school and post-secondary requirements
- ④ Begin to develop your four-year educational plan
- ⑤ Update your online Career Portfolio in RUPrepareND.com
- ⑥ Participate in a career fair
- ⑦ Choose and Interview a Mentor



Quotes of the Lessons

Day 1 "As for your future, your task is not to foresee, but to enable it."

-Antoine de Saint-Exupery

Day 2 "Planting a field is just as important as writing a poem." -Booker T. Washington



Day 3 "The same person cannot well be skilled in everything; each has their special excellence."

-Euripides

Day 4 "We do not know who we could be."

Shakespeare

-William

Day 5 "All of us have talents; work changes our talents into success."

-Anna Pavlova

Day 6 "Our talents are like plants. We need to work on them and keep them growing."

-Francis Bacon

Day 7 "You must work and do good, not be lazy; if you wish to earn happiness. Laziness may appear attractive, but work gives satisfaction."

-Anne Frank

Day 8 "Yesterday is not ours to recover, but tomorrow is ours to win or lose."

-Lyndon Baines Johnson

Day 9 "No duty is more urgent than that of returning thanks."

-Saint Ambrose

Day 10 "To achieve you must believe something and want something with all your might. Then you must be willing to commit yourself to a course."

-Unknown

Day 11 "We must take small steps to reach our goal."

-Johann Wolfgang Von Goe

Day 12 "We must believe that we can reach our goals."

-Franklin D. Roosevelt



Graduation Day

1. What were your feelings on 'graduation day'?
2. What organizations and activities did you get involved in during high school?
3. What advice would you give eighth graders about high school?
4. How did your high school years prepare you for the world of work, your career, and your personal interests?
5. Discuss the following with your parents/guardians:
Tell me about your graduation day.

What do you think is most important now in planning for my high school graduation?

What do you think my graduation day will be like?

Signature of parent/guardian



Administration & Sales

E = Enterprising *Persuaders*

People in this cluster:

- Work mainly with DATA, also with PEOPLE
- Persuade, influence, or motivate others
- Direct or supervise others
- Manage business or departments in an organization
- Investigate details or features and share with others

Occupations may include:

manager recruiter, interviewer, agent (insurance, travel, real estate), buyer, sales rep, retail salesperson, telemarketer, executive, executive secretary, inspector, police officer



Business Operations

C = Conventional *Organizers*

- Work mainly with DATA and THINGS
- Are organized and accurate
- Might work with money, words, and/or numbers
- Design or follow set procedures for performing business
- Work with computers and business machines

Occupations may include:

receptionist, secretary (medical & legal), court reporter, clerk (billing, hotel, etc.), accountant, auditor, cashier, budget analyst, tax preparer, ticket agent, warehouse supervisor, mail carrier, dispatcher, air traffic controller



Technical

R = Realistic *Do-ers*

- Work mainly with THINGS
- Use machines, tools, and equipment daily
- Enjoy working with their hands
- Design, build, operate or repair equipment and machinery
- Raise crops and/or animals

Occupations may include:

truck/bus/cab driver, aircraft pilot, farmer, nursery manager, animal caretaker, computer programmer, computer repairer, carpenter, electrician, firefighter, custodian, tailor, jeweler, welder, dry cleaner, mechanic (auto, AC, electronics)



Science & Technology

I = Investigative *Thinkers*

- Work mainly with IDEAS, and also THINGS
- Research, diagnose, read and discuss
- Use science to understand things or to solve problems
 - ★ understanding nature
 - ★ designing better machines
 - ★ finding a cure for a disease

Occupations may include:

Engineer (aerospace, agriculture, civil, computer, nuclear, etc.), technicians (electronic, mechanical, laser, etc.), drafter, architect, technical illustrator, physicist, biologist, crime lab analyst, pharmacist, optician, technologist (surgical, medical lab, etc.), physician, psychiatrist, physical therapist, sociologist, political scientist, economist, urban planner.



Arts

A = Artistic *Creators*

- Work mainly with IDEAS, but also PEOPLE
- Write, take pictures, design, sing or perform
- Use words, music, colors, objects, or images to:
 - ★ give information ★ help people feel emotions
 - ★ explain ideas carefully ★ entertain people

Occupations may include:

Artist, graphic artist, photographer, illustrator, floral/fashion/interior designer, writer, musician, movie/TV director, professional athlete, public relations, librarian, interpreter



Social Service

S = Social *Helpers*

- Work mainly with PEOPLE
- Help, serve or teach
- Care for others. For example, workers may:
 - ★ check their health ★ explore new skills or ideas
 - ★ bring things to people ★ guide others
 - ★ answer their questions

Occupations may include:

Education or health facility administrator, nurse, occupational therapy assistant, dental hygienist, athletic coach, teacher, corporate trainer, social worker, lawyer, paralegal, home economist, clergy, waiter, cosmetologist, flight attendant, household worker, home health aide, travel guide

16 Career Clusters



[Agriculture, Food and Natural Resources](#)
Producing, processing, marketing, distributing, financing and developing agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture and other plant and animal products and resources.



[Architecture and Construction](#)
Designing, planning, managing, building, and maintaining the built environment.



[Arts, Audio-Video Technology and Communications](#)
Designing, producing, exhibiting, performing, writing and publishing multimedia content, including visual and performing arts and design, journalism and entertainment services.



[Business, Management and Administration](#)
Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.



[Education and Training](#)
Planning, managing and providing education and training services, and related learning support services.



[Finance](#)
Planning and providing services for financial and investment planning, banking, insurance and business financial management.



[Government and Public Administration](#)
Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state and federal levels.



[Health Science](#)
Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



[Hospitality and Tourism](#)
Managing, marketing and operating restaurants and other food services, lodgings, attractions, recreation events and travel-related services.



[Human Services](#)
Preparing individuals for employment in career pathways that relate to families and human needs.



[Information Technology](#)
Designing, developing, supporting and managing hardware, software, multimedia and system integration services.



[Law, Public Safety, Corrections and Security](#)
Planning, managing and providing legal, public safety, protective and homeland security services, including professional and technical support services.



[Manufacturing](#)
Planning, managing and performing the processing of materials into intermediate or final products, including related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.



[Marketing, Sales and Service](#)
Planning, managing and performing marketing activities to reach organizational objectives.



[Science, Technology, Engineering and Mathematics](#)
Planning, managing and providing scientific research and professional and technical services (such as physical science, social science, engineering), including laboratory and testing services, and research and development services.



[Transportation, Distribution and Logistics](#)
Planning, managing and moving people, materials and goods by road, pipeline, air, rail and water, including related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

These 16 Clusters of the U.S. Department of Education are from the *Career Explorer* website.



Adding a Few More Pieces to Your Career Puzzle

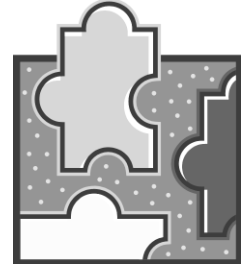
The purpose of this lesson is twofold:

- I. To identify the career clusters that best fit your interests, personality, and favorite subjects.
- II. To find several occupations that are interesting, or new to you!

1. On the internet, go to www.RUReadyND.com
2. Log in. Here is a reminder of the format:
 - a. Account name: nd.lastname.firstname.mmddyyyy
 - b. Password: lunch account number
3. Click on the **YOUR PORTFOLIO** tab found on the green toolbar at the top of your screen.
4. Click on **My Online Portfolio**.
5. Select the **6th, 7th & 8th Grades** quick link under the blue ***My Online Portfolio*** heading.
6. Now scroll down and click on **Career Cluster Survey**.
7. Begin the activity by clicking the blue **Get Started** tab. Read and follow the directions given. As you complete each screen, scroll down and click ***Continue*** at the bottom.
8. Once you have completed the survey you will arrive at a screen that displays your top Career Cluster(s) as well as a list of all 16 clusters arranged from most fitting to least fitting based on your favorite activities, personal qualities, and school subjects.
9. To the right of Your Top Cluster(s) click on the blue **Add to Portfolio** link. This will allow you to quickly access these results each time you login to your portfolio.



10. Explore various careers by selecting the blue **View Careers in This Cluster** link to the right of Your Top Cluster(s).



To learn more about a career simply click on the career name. Use the tabs on the left of your screen to see detailed information by topic. Make sure to look at careers that interest you as well as those that you are unfamiliar with - after all, your perfect career match may be one you didn't even know existed.

Reminder: You may use the back arrow key to return to the previous page or follow steps 3 - 6 to return to your results.

11. You will now research and report on one career that interests you from your top clusters. ✎

A. Name of the career _____

B. What does a person in this occupation do? (1 or 2 sentence summary)

C. What equipment or materials do they work with?



D. Click on the **Money & Outlook** tab on the left side of the screen.

a. Record the average annual wage. _____

b. Record the growth rate. _____ (This gives you an idea if this type of job will be plentiful once you have completed your education or training for it.)

E. Click on the **What to Learn** tab. Check the level of training or education that's desirable or necessary for this occupation.

___ On-the-job training

___ Specialized training or Certification

___ Two-year college or technical school

___ Four-year college

___ More than four years of college

___ Training in the military

F. What high school classes do you think would help prepare you to better succeed in this career?



Now think about the two questions below and answer them. You may want to use the **Interviews** tab to see what people currently employed in that profession have to say.

- H. What do you think you would like about this occupation?

- I. What might you find challenging about going into this occupation?

- J. If this career is one you may consider for the future, add it to your portfolio by clicking on the green **Add to Portfolio** tab on the left of the screen. If it is not a career you would consider, use the back arrow in the upper left to return to your list of matching careers and begin exploring another.

- K. Click on the **Is This For You** tab. Notice that it displays which Holland Code (Interests) and Work Values are most suited for this career.

Do your work values match with those recommended for this career?

Let's see how well they match with your work from last year. If you recall, in 7th grade you completed the Work Values Sorter. To see the results from that activity simply scroll to the top and click on the **YOUR PORTFOLIO** tab in the green toolbar. Next click on **My Online Portfolio** and scroll down to the box labeled *Work Values*. Are last year's results still relevant? Are they a close match to the job you just researched?

12. Using the list of careers from your top cluster(s) match, find one that either has an unusual name or one that you've never heard of before. Write the name of that career: _____

Before looking at the description, what do you think this career is about?

Now, look up the description by clicking on the career. What does a person in this job actually do?

Learn More About a Career



DIRECTIONS: Use available career resource materials to read about a career of interest to you. Complete this page.

1. Name of the career:
2. Describe a typical day in this career (hours, working conditions, specific tasks and duties or responsibilities).
3. What are the education or training requirements?
4. What high school subjects are suggested to prepare for this career?
5. Name a part-time job that would give you some work experience and would help you find out what this type of career would be like.
6. In which of the sixteen career clusters do you think this career would fit and WHY?
7. Why does this career interest you?
8. No career is perfect. What drawbacks do you foresee this career might have?
9. List all of the resources that you have received information from to complete this report. **Include the name and page number of each source.**



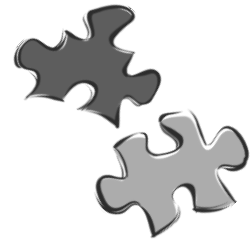
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Create Your High School Four-Year Plan

One of the primary keys to success is taking the time to set a realistic goal and then create a plan of action to accomplish that goal. To help you accomplish the goal of graduating from high school well prepared for the next stage of your life, we will assist you in completing a four year plan that lays out which courses would be most beneficial to your long term career plans. Obviously you are young and your goals may change. Likewise, your 4 year plan will change over the years. Today's activity will provide the necessary foundation that you can modify or adjust over the years.



1. On the internet, go to www.RUReadyND.com
2. Log in. Here is a reminder of the format:
 - a. Account name: nd.lastname.firstname.mmddyyyy
 - b. Password: lunch account number
3. Click on the **YOUR PORTFOLIO** tab found in the green toolbar at the top of your screen.
4. Click on **My Online Portfolio**.
5. Select the **HS 4 Year Plan of Study** quick tab under the blue **My Online Portfolio** heading.
6. Now click on the blue **Your Plan of Study** tab and then click on **Create your course plan**.
7. Scroll to the bottom of the screen and click on **Create a plan of study from scratch**.
8. You will be presented with three plan options to choose from. For now you should click on the blue **Choose this set tab** for the first option (Grand Forks Public Schools Graduation Requirements).

Grand Forks Public Schools Graduation Requirements: 24 Units of Credit Required • For all students	These are the requirements to graduate from Grand Forks Central High School or Red River High School.	▶ Choose this set ▶ See details
ND Academic Scholarship Eligibility Requirements • For all students	For additional information about ND Scholarship requirements go to http://www.dpi.state.nd.us/resource/act/info_	▶ Choose this set ▶ See details
ND Career and Technical Education Scholarship Eligibility Requirements • For all students	For additional information about ND Scholarship requirements go to http://www.dpi.state.nd.us/resource/act/info_sc	▶ Choose this set ▶ See details

9. Scroll down to the chart and click on **9th - 12th Grade View** in the dark blue box. As you scroll down you will notice that there are 5 columns. The column on the far left lists the course categories. Each of the other columns allow you to select classes for the grade listed at the top.
10. You will now choose courses for your 9th grade year by following the steps below.
 - a. Begin by clicking on the box in the 9th grade column for English/Language Arts.
 - b. Beneath the blue bar labeled **Course Names** is a selection window. When you click on the arrow to the right all of your available options will appear. In this case, there is only 1 option (English I), so go ahead and click on that.
 - c. Notice that under **Credits** a 1 appeared. Below **Status** it should say "Planned". If you click on the arrow you will notice that there are options for "Enrolled" (once you have started the class) and "Completed" (once you have successfully passed the class).
 - d. On the far right under **Action** click on the green **Add Course** tab. A description of the course will now appear. If you have chosen incorrectly you may select **Delete Course** and then select the proper one in the space below.
 - e. Once you are sure that you have chosen the correct course click on the blue **Save** button at the bottom. This will bring you back to your 4 Year Plan.
 - f. Follow these same steps to choose all of your 9th grade classes. Keep in mind that you should be enrolled in 7 credits total. This may end up being more than 7 classes if some of the classes are only worth half a credit.

****IMPORTANT NOTE****

Each time you log back into your Online Portfolio to make changes to your 4 Year Plan, you must click on the blue **change in Your Plan of Study** and then click on the green tab labeled **My Plan of Study #1**. This is tricky because you can see your 4 Year Plan and the **Click to add course** tabs are there, but nothing happens if you click on them.

Hide Recommended Courses					
6th-8th Grade View cr = credit	9th Grade	10th Grade	11th Grade	12th Grade	CHECKUP
English/Language Arts	English I 11101 1 cr (planned)	Click to add course	Click to add course	Click to add course	Completed: 0 cr Enrolled: 0 cr Planned: 1 cr Your Total: 1 cr Required: 4.5 cr Note

Senior Panel Questions and Reflection

1. What are your plans after high school graduation?
2. What extra-curricular activities have you been involved in? How did they prepare you for your future plans? What other activities are offered in high school?
3. Who have been significant people in your life regarding career planning?
4. What jobs have you had? Volunteer work? How have they helped in your career planning?
5. How is high school different from middle school?
6. If you could do something over in your high school career, what would it be and why?
7. Tell us about your 4-year plan. What classes were helpful in planning for your career choice?
8. What advice do you have for 8th graders?
9. Define or describe the following: Renaissance program, job shadowing, detention, cuts, tardies, study skills, use of planner.

What were the main messages you got from the senior panel? *Write three or more sentences.*



Journal Entry

Mentor Interview Reflections

DIRECTIONS: Reflect on the interview with your mentor. Use the space below to write four or more sentences about your interview. The following can be used as a guide for your reflection:



- What have you learned about the importance of planning for your future?
- What is one thing that you most remember about this interview?
- Describe the most important advice or information that you believe your mentor passed along to you.

Career Fair Preparation

What Do You Know?



EMERGING CAREERS *A panel of 3-4 speakers from emerging career fields will be at the Career Fair to visit with you about their careers.*

What do you think is meant by the term "emerging careers"? _____

List three careers you predict will become "emerging careers" over the next five years.

INSTRUCTIONS

Before the Career Fair:

1. Complete the "What I Know" column by writing all the information you currently know about each of the three occupations that you'll be learning about today
2. Consider questions that you have about each occupation and write your questions in the "What I Want to Know" column. Be sure to state the questions in a respectful manner and ask them to the presenters during the career fair.

Occupation _____ Session _____ Room _____

What I Know	What I Want to Know

Occupation _____ Session _____ Room _____

What I Know	What I Want to Know

Occupation _____ Session _____ Room _____

What I Know	What I Want to Know



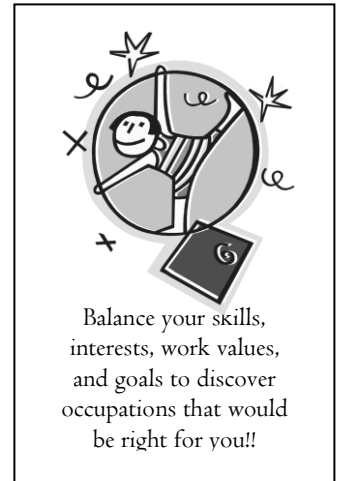
DURING THE CAREER EXPLORATION FAIR

Emerging Careers Panel Presentation Session # _____

What emerging career fields did you learn about?

Which emerging career field interested you the most? Why?

Why might it be a good idea to consider an emerging career?



Name _____ **Speaker's job** _____ **Session #** _____

In which of the Career Clusters does this job belong? (pg. 5)

What kind of training or schooling did the speaker get?

Which high school classes played an important role in this job?

Describe two things you found interesting about this person's job.

1.

2.

Would you be interested in this type of work? _____ Explain why or why not.

Name _____ Speaker's job _____ Session # _____

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1.

2.

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CAREER EXPLORATION FAIR SUMMARY

Please complete this page AFTER the career fair.

1. I attended _____ (career presentation) and one of the things that I learned was _____.
2. I attended _____ (career presentation) and one of the things that I learned was _____.
3. I attended _____ (career presentation) and one of the things that I learned was _____.
4. Based on the speakers you heard from today, what character traits are important to be successful in the workplace? _____

5. According to the presenters, what classes are important for the careers that you learned about? _____
6. What do you see as your next steps in career development? (Check all that apply.)
____ Take classes that were recommended and those that apply in this area
____ Volunteer in this area
____ Get a part-time job relating to this career area
____ Job Shadow (high school)
____ Find a mentor in my area of interest
____ Conduct research on websites such as RUPrepareND.com
____ Other (describe) _____

