

**Middle School Career Investigations
Teacher and School Counselor Guide**



Updated December 2019

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Introduction

The Middle School Career Investigations (MSCI) content is provided through a partnership between the Virginia Department of Education (VDOE) and WHRO. Throughout this content, students explore Virginia's 16 Career Clusters, established by the VDOE (http://www.doe.virginia.gov/instruction/career_technical/career_clusters/index.shtml).

This instructional content is built around different types of careers related to a fictional amusement park, *Commonwealth Cascades*. Students will explore the 16 career clusters and the associated career pathways with the help of two middle school characters, Caleb and Makayla. Students will also examine skills, education requirements, and salaries for various jobs and military positions while Caleb and Makayla interact with park employees.

The MSCI content can be used in a variety of instructional settings. The content can be placed into a learning management system (LMS) where the LMS tools can be used for creating a self-paced course. The MSCI content can be facilitated by a teacher in a fully online or blended learning environment. The content has been created in a format that allows for parts of it or all of it to be utilized. Additionally, the content can be modified to meet the needs of local school divisions and individual students.

Please take some time to review this guide so that you understand the content design, the student assessment options, the possible methods of implementation, and the culminating activity. You should also review the learning object on the *Course Overview* link so that you understand how to navigate through the content and the *Student Resources* link for background and supportive materials.

Course Outline and Pacing

The topics/lessons are listed below. The students are not required to navigate through these in order according to the numbers. There is opening content available for students:

- Course Overview – This provides an overview of the course content and navigation information.
- Student Resources – This is for students to access for helpful information with assignments, resources, and background material.

Topic/Lesson	Title	Career Cluster
1	Cascades Theater	Arts, A/V Technology & Communications
2	Gift Shop	Marketing
3	Park Gate	Hospitality & Tourism
4	Cascades Park	Finance
5	Hall of Government	Government & Public Administration
6	Park Security	Law, Public Safety, Corrections & Security
7	Treehouse Adventure	Architecture & Construction
8	STEM Roller Coaster	Science, Technology, Engineering & Mathematics
9	Park Games	Manufacturing
10	Go Karts	Transportation, Distribution & Logistics
11	Food Court	Agriculture, Food & Natural Resources
12	First Aid	Health Science
13	1920s Merry-Go-Round	Education & Training
14	Park Babysitting	Human Services
15	Zoomin' 4D Ride	Information Technology
16	Human Resources	Business Management & Administration

Pacing

This content can be taught in a 9 week or an 18 week format as determined by the local school division. It can also be used in smaller instructional packages and implemented across multiple years. If a 9 week format is selected, teachers would need to move students through 2 topics/lessons a week. If an 18 week pacing is utilized, students should explore one topic/lesson per week. The remaining time in both of these formats allows for the completion of the culminating activity described in the assignment section of this guide.

2019/2020 CTE Competency-Based Task Alignment

Demonstrating Personal Qualities and Abilities

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment			
	1. Demonstrate creativity and innovation.	X	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
2. Demonstrate critical thinking and problem solving.		X					X				X			X		X				X			X				X		X		X		X		X	
3. Demonstrate initiative and self-direction.		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
4. Demonstrate integrity.		X		X			X		X	X		X		X		X				X	X				X			X		X		X		X		X
5. Demonstrate work ethic.		X		X		X		X		X		X		X		X				X		X						X		X		X		X		X

Demonstrating Interpersonal Skills

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
	6. Demonstrate conflict-resolution skills.											X				X																		
7. Demonstrate listening and speaking skills.		X	X									X		X								X				X					X			
8. Demonstrate respect for diversity.											X														X						X			
9. Demonstrate customer service skills.						X																X					X							
10. Collaborate with team members.		X				X	X					X		X		X										X		X		X		X		

Demonstrating Professional Competencies

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
11. Demonstrate big-picture thinking.																					X						X						
12. Demonstrate career- and life-management skills.																													X			X	
13. Demonstrate continuous learning and adaptability.											X			X		X				X		X						X				X	
14. Manage time and resources.	X	X	X		X		X	X	X		X	X	X	X	X		X		X		X		X	X	X		X	X	X		X		
15. Demonstrate information-literacy skills.			X							X		X				X				X				X						X			
16. Demonstrate an understanding										X							X		X					X				X	X				

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
of information security.																																	
17. Maintain working knowledge of current information-technology (IT) systems.	X	X	X		X	X	X		X	X	X	X	X		X		X	X	X	X	X		X	X	X		X		X	X	X		
18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.	X	X	X								X								X												X		
19. Demonstrate mathematical skills to job-specific tasks.							X	X								X				X													
20. Demonstrate professionalism.									X			X		X								X						X		X			

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
21. Demonstrate reading and writing skills.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
22. Demonstrate workplace safety.																	X				X												

Addressing Elements of Student Life

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
23. Identify the purposes and goals of the student organization.																																	

Task	Topic 1 Content
	Topic 1 Optional Assignment
	Topic 2 Content
	Topic 2 Optional Assignment
	Topic 3 Content
	Topic 3 Optional Assignment
	Topic 4 Content
	Topic 4 Optional Assignment
	Topic 5 Content
	Topic 5 Optional Assignment
	Topic 6 Content
	Topic 6 Optional Assignment
	Topic 7 Content
	Topic 7 Optional Assignment
	Topic 8 Content
	Topic 8 Optional Assignment
	Topic 9 Content
Topic 9 Optional Assignment	
Topic 10 Content	
Topic 10 Optional Assignment	
Topic 11 Content	
Topic 11 Optional Assignment	
Topic 12 Content	
Topic 12 Optional Assignment	
Topic 13 Content	
Topic 13 Optional Assignment	
Topic 14 Content	
Topic 14 Optional Assignment	
Topic 15 Content	
Topic 15 Optional Assignment	
Topic 16 Content	
Topic 16 Optional Assignment	
Culminating Assignment	
acceptable use standards.	

Exploring Work-Based Learning

Task	Topic 1 Content
	Topic 1 Optional Assignment
	Topic 2 Content
	Topic 2 Optional Assignment
	Topic 3 Content
	Topic 3 Optional Assignment
	Topic 4 Content
	Topic 4 Optional Assignment
	Topic 5 Content
	Topic 5 Optional Assignment
	Topic 6 Content
	Topic 6 Optional Assignment
	Topic 7 Content
	Topic 7 Optional Assignment
	Topic 8 Content
	Topic 8 Optional Assignment
	Topic 9 Content
Topic 9 Optional Assignment	
Topic 10 Content	
Topic 10 Optional Assignment	
Topic 11 Content	
Topic 11 Optional Assignment	
Topic 12 Content	
Topic 12 Optional Assignment	
Topic 13 Content	
Topic 13 Optional Assignment	
Topic 14 Content	
Topic 14 Optional Assignment	
Topic 15 Content	
Topic 15 Optional Assignment	
Topic 16 Content	
Topic 16 Optional Assignment	
Culminating Assignment	
27. Identify the types of work-based learning (WBL) opportunities.	X
28. Reflect on lessons learned during the	X

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
	WBL experience.																																	
29. Explore career opportunities related to the WBL experience.																						X												
30. Participate in a WBL experience, when appropriate.																						X												

Exploring Career Plan Options and Possible Destinations

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
31. Describe education and career terms and concepts.																									X	X							
32. Explore all of the 16 career clusters.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
33. Explore career pathways and occupations of interest.	X		X		X		X		X		X		X	X	X		X	X	X		X		X		X		X		X		X		X
34. Investigate a career within a pathway of interest.	X		X		X		X		X	X	X		X	X	X		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
35. Explain the relationship between education/training and careers.																										X							

Discovering More About Yourself

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
	36. Identify personal assets.		X		X																												
37. Connect the world of work to your responsibilities as a family member, student, or community member.						X																X											X
38. Examine the integration of personal assets as they relate to family, school, or community activities.		X		X																													X
39. Relate your skills, interests, talents, and				X																													X

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
values to a career.																																		
40. Determine the most critical knowledge, skills, and abilities needed in today's workplace.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
41. Complete a career interest assessment.																																		X

Developing an Academic and Career Plan

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment
	42. Identify-short-term and long-term goals.																																
43. Research options associate4d with courses in your school division and regional center related to career interests.																																	X
44. Apply a decision-making process to course options.																																	X
45. Review the student academic and career plan portfolio.																																	X

Task	Topic 1 Content	46. Career or review an academic and career plan.
	Topic 1 Optional Assignment	
	Topic 2 Content	
	Topic 2 Optional Assignment	
	Topic 3 Content	
	Topic 3 Optional Assignment	
	Topic 4 Content	
	Topic 4 Optional Assignment	
	Topic 5 Content	
	Topic 5 Optional Assignment	
	Topic 6 Content	
	Topic 6 Optional Assignment	
	Topic 7 Content	
	Topic 7 Optional Assignment	
	Topic 8 Content	
	Topic 8 Optional Assignment	
	Topic 9 Content	
Topic 9 Optional Assignment		
Topic 10 Content		
Topic 10 Optional Assignment		
Topic 11 Content		
Topic 11 Optional Assignment		
Topic 12 Content		
Topic 12 Optional Assignment		
Topic 13 Content		
Topic 13 Optional Assignment		
Topic 14 Content		
Topic 14 Optional Assignment		
Topic 15 Content		
Topic 15 Optional Assignment		
Topic 16 Content		
Topic 16 Optional Assignment		
Culminating Assignment	X	

Communicating on the Job

Task	Topic 1 Content	47. Describe self-advocacy strategies.
	Topic 1 Optional Assignment	
	Topic 2 Content	
	Topic 2 Optional Assignment	
	Topic 3 Content	
	Topic 3 Optional Assignment	
	Topic 4 Content	
	Topic 4 Optional Assignment	
	Topic 5 Content	
	Topic 5 Optional Assignment	
	Topic 6 Content	
	Topic 6 Optional Assignment	
	Topic 7 Content	
	Topic 7 Optional Assignment	
	Topic 8 Content	
	Topic 8 Optional Assignment	
	Topic 9 Content	
Topic 9 Optional Assignment		
Topic 10 Content		
Topic 10 Optional Assignment		
Topic 11 Content		
Topic 11 Optional Assignment		
Topic 12 Content		
Topic 12 Optional Assignment		
Topic 13 Content		
Topic 13 Optional Assignment		
Topic 14 Content		
Topic 14 Optional Assignment		
Topic 15 Content		
Topic 15 Optional Assignment		
Topic 16 Content		
Topic 16 Optional Assignment		
Culminating Assignment	X	

Task	Topic 1 Content	48. Communicate verbally and nonverbally in a professional manner.
	Topic 1 Optional Assignment	
	Topic 2 Content	
	Topic 2 Optional Assignment	
	Topic 3 Content	
	Topic 3 Optional Assignment	
	Topic 4 Content	
	Topic 4 Optional Assignment	
	Topic 5 Content	
	Topic 5 Optional Assignment	
	Topic 6 Content	
	Topic 6 Optional Assignment	
	Topic 7 Content	
	Topic 7 Optional Assignment	
	Topic 8 Content	
	Topic 8 Optional Assignment	
	Topic 9 Content	
Topic 9 Optional Assignment		
Topic 10 Content		
Topic 10 Optional Assignment		
Topic 11 Content		
Topic 11 Optional Assignment		
Topic 12 Content		
Topic 12 Optional Assignment		
Topic 13 Content		
Topic 13 Optional Assignment		
Topic 14 Content		
Topic 14 Optional Assignment		
Topic 15 Content		
Topic 15 Optional Assignment		
Topic 16 Content		
Topic 16 Optional Assignment		
Culminating Assignment	X	

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
	49. Handle (make or receive) a business-related telephone call.							X														X												
50. Compose professional written communication (e.g., email, digital files, memos, and letters).														X													X							
51. Describe the importance of active listening skills.																									X									
52. Troubleshoot workplace problems, issues, or conflicts to find a solution.						X		X																										

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
	53. Describe the importance of inviting and responding to constructive feedback.																																	
54. Provide constructive praise and criticism.	X	X									X				X											X		X		X				
55. Respond to praise or criticism.		X																								X		X		X				
56. Demonstrate public speaking skills (e.g., large group, small group).		X																								X			X					
57. Demonstrate digital communication etiquette in				X																							X							

Task	Topic 1 Content	Topic 1 Optional Assignment	Topic 2 Content	Topic 2 Optional Assignment	Topic 3 Content	Topic 3 Optional Assignment	Topic 4 Content	Topic 4 Optional Assignment	Topic 5 Content	Topic 5 Optional Assignment	Topic 6 Content	Topic 6 Optional Assignment	Topic 7 Content	Topic 7 Optional Assignment	Topic 8 Content	Topic 8 Optional Assignment	Topic 9 Content	Topic 9 Optional Assignment	Topic 10 Content	Topic 10 Optional Assignment	Topic 11 Content	Topic 11 Optional Assignment	Topic 12 Content	Topic 12 Optional Assignment	Topic 13 Content	Topic 13 Optional Assignment	Topic 14 Content	Topic 14 Optional Assignment	Topic 15 Content	Topic 15 Optional Assignment	Topic 16 Content	Topic 16 Optional Assignment	Culminating Assignment	
professional settings.																																		
58. Describe the privacy issues related to online communication media.																																		
59. Identify privacy policies and issues related to employees using or misusing online communication media.																																		

Assignments and Assessments

The MSCI online content has a variety of assignments and assessments that can be utilized. Below is an overview of the learning experiences and evaluative opportunities. Additionally, each topic/lesson provides students with the ability to:

- select one of several methods for exhibiting understanding of the topic/lesson objectives;
- reflect and self-assess;
- state or relate their own aspirations in relation to various learning experiences; and
- work collaboratively with peers.

About Warm-Up Activities

Each topic/lesson includes a short activity called a Warm-Up based on an amusement park game. This activity is intended to capture the students' attention and to engage them in the career cluster. These interactivities/learning objects are not designed to be diagnostic in nature.

About Quizzes

Each topic/lesson has an auto graded quiz. Students are allowed three attempts to receive a 75% or higher. Each attempt contains 20 random questions. Refer to the *Tips for Viewing and Navigating Quiz Interactivities* on the *Student Resources* page to review information about the quiz format and requirements for printing student results.

About Application Assignments and the Culminating Activity

Each topic/lesson has an optional application assessment. These assessments involve students in meaningful and engaging real-life experiences that encourage the use of 21st century technologies and allow for a deeper exploration of the career clusters. These can be used in lieu of a quiz or in addition to a quiz. Additionally, there is a course culminating experience for students to reflect, analyze, and explore their career interests. Students should meet with their School Counselor to create an Academic and Career Plan. The application lessons are located in the Appendix and in the course content files loaded on your school division's server.

Assignments

The list below reflects the optional learning activities contained in the MSCI online content. These learning activities include a variety of assignment types that can be assessed by an instructor or a learning management system (LMS). All topics also have a topic quiz.

- Topic 1 – Design a Logo (Personal Assessment & Art Activity)
- Topic 2 – Market Yourself! (Social Media Campaign Activity)
- Topic 3 – Revitalize Your Community (Community Attraction Creation & Advertisement Activity)
- Topic 4 – Ba-Bam Electronics (Scenario & Computations)
- Topic 5 – Government and Public Administration Job Description (Internet Search & Template Activity)
- Topic 6 – Career Recruitment (Storyboard & Video Activity)
- Topic 7 – Interview Employees in the Architect and Construction Cluster (Interviewing Activity)
- Topic 8 – Marshmallow Tower Team Challenge (Engineering Project & Reflection Activity)
- Topic 9 – Shoe Manufacturing (Research & Infographic Activity)
- Topic 10 – Surprise Family Reunion (Planning & Calculations Activity)
- Topic 11 – Serving Your Community (Volunteer/Job Shadow Experience & Reflection Activity)
- Topic 12 – *Middle Pages* Magazine (Article Activity)
- Topic 13 – Train Your Classmates (Presentation, Feedback & Reflection Activity)
- Topic 14 – Starting a Student Club (Proposal Activity)
- Topic 15 – Elevator Pitch (Speech & Reflection Activity)
- Topic 16 – Club Meeting (Visit, Template, & Reflection Activity)
- Culminating Activity – School Counselor Meeting (Self-Reflection Template)

Technical Specifications

The MSC1 content has been designed using rapid e-learning software and responsive webpages. This technology allows you to view all of the course components on different types of devices. The software is smart. It will deliver interactivities in a format that is compatible with your device, making this course fully functional on a desktop computer, laptop, tablet, mobile device or a smartphone.

If using the MSC1 content in an LMS, it is recommended that all students use the LMS system check before starting. Typically, this tool checks each computer for JavaScript®, browser

versions, cookies, and display. In addition to these computer requirements, you will need to have the free Adobe® Reader®.

The file structure of the content is available on the directions for downloading and installing the course files on a local server.

eMediaVASM

The MSC1 content utilizes videos from eMediaVASM, a digital media distribution system. These videos are linked to be viewed on the eMediaVASM website and typically do not require a username or password. Should you need information about your username and password for this resource, please contact your school's eMediaVASM administrator.

Accessibility

The MSC1 content is designed to provide a variety of options for students to access course content and engage them in the online learning environment. Some of the methods used in this course to help students succeed are as follows:

- Alternative text is provided for informational images. Decorative images have null ALT tags.
- Interactivities with audio have adjustable volume.
- Interactivities contain closed captioning unless the text on the screen and the audio are verbatim.
- Interactivities can be navigated without a mouse using a keyboard.
- Content interactivities include a menu for easier navigation.
- Essential text, buttons, and images contained within interactivities have descriptive ALT tags to provide an equitable learning experience.
- Adobe® PDF files and transcript .docx files of every content interactivity are available for use with assistive technology devices, printing formats, or mobile devices.
- Contrasting colors are used throughout the course and color alone does not signify meaning.
- The web page language is identified as “English” for use with assistive technology devices.
- Style sheets are used to control the look of each web page.

- Flashing, blinking, or constantly moving text is not used.
- Row and column headers are identified for data tables.
- Link labels are clearly identified with meaningful text, not just "Click here."

School Counselor Information

Standards for School Counseling Programs in Virginia Public Schools are available from the Virginia Department of Education's [website](#)

(www.doe.virginia.gov/support/school_counseling/counselingstandards.pdf).

Career Development Standards for 6th-8th Grade

Students will:

- MC1. Identify the relationship of course content, educational achievement, and career choices,
- MC2. Identify personal preferences, skills, and interests that influence career choices and success,
- MC3. Understand the effect of career choices on quality of life,
- MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market,
- MC5. Demonstrate understanding of the education and training needed to achieve career goals,
- MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication,
- MC7. Use research skills to locate, evaluate, and interpret career and educational information, and
- MC8. Demonstrate awareness of educational, vocational, and technical training opportunities available in high school.

Academic and Career Plans

After students complete the Middle School Career Investigation content, they should meet with their School Counselor to discuss/review their Academic and Career Plan

(www.doe.virginia.gov/instruction/graduation/academic_career_plan/index.shtml). The Culminating Activity Assignment (see Appendix) will help prepare students for this session. The parts of the plan should include, the student's program of study for high school graduation, and a postsecondary career pathway based on the student's academic and career interests. School counselors should start filling out the plan for each student starting in 7th grade. In 7th grade, the School Counselor will complete the 7th and 8th grade section. In 8th grade, the School Counselor should complete the 9th through 12th grade section. During a student's 8th grade

year, the parent(s)/guardian(s) should review and sign the plan. The plans should be reviewed in high school.

Academic and Career Plan Implementation Options

There are many different ways to complete the Academic and Career Plans. Below are some suggestions:

- *Classroom Guidance Lesson:* During your career lesson, incorporate the Academic and Career Plan. It is important that the students understand the importance of this plan.
- *Small Group:* Throughout the school year, pull students into small groups and have them complete the plan.
- *Minute Meetings:* The School Counselor can select a subject area such as Science and coordinate with the teachers to sit outside their classroom and pull one student at a time to complete the plan. This is the best option because you are able to give each student individual attention.

Student Questions

During meetings with students, School Counselors should ask them the following questions:

- *What do you want to be when you grow up?*
- *What drew you to your career of choice? What experience do you already have with this career? Do you know of anyone that works in this field?*
- *How do you plan on incorporating your career interest after high school?*
- *Have you thought about attending any summer programs in the area that are geared toward your career interest? If so, where?*
- *Have you thought about applying to any specialty programs for high school? If so, where? CTE?*

Exposing Students to Career Clusters

The list below provides ways that students can be exposed to various career clusters:

- *Career Fair* - Invite local businesses and professionals to your school to talk about their careers. This event could be hosted in many different formats such as exhibit style in the gymnasium or presentation style in classrooms.

- *College Tours* - Local colleges and universities give free informational tours to middle and high school students. Usually the institution will give an information session and tour. Students may have the opportunity to eat on campus after the tour.
- *Career Café* - Students in 6th, 7th and 8th grade are invited to Career Cafe based on their career interest. Speakers come to the cafe to share their career journeys with students. The Career Café usually lasts 20-30 minutes.
- *College Research Project* - Students will research a college of their choice and will do a poster presentation on that college. They will have to include fun facts, athletics, admissions requirements, majors, and cost. This project would be best for 8th graders.

Career Activity Resources

[Career Planning Guide](http://www.cteresource.org/cpg) (www.cteresource.org/cpg): Students are able to research careers broken down by career clusters.

[Virginia Career View](http://www.vaview.vt.edu/68/) (www.vaview.vt.edu/68/): Offers all types of tools that can be sorted by grade level. Look below for just a few resources that they offer.

- Career Search
- Who R U?
- School Search

[Virginia Education Wizard](http://www.vawizard.org/wizard/home) (www.vawizard.org/wizard/home): Students are able to explore different careers, complete skills/interest assessments and learn more about local colleges and universities.

After School Clubs

The School Counselor may ask students, “Have you thought about joining an after school club or organization that can expose you to the different career clusters?” Check and see if your school offers these clubs:

- Do Something Club
- FBLA (Future Business Leaders of America)
- Forensics

- Art Club
- Yearbook/ Newspaper
- FCCLA (Family, Career and Community Leaders of America)
- Student Council Association (SCA)
- Model UN (United Nations)
- Jr. Beta Club
- Book Club
- Check with your local city government to see what they offer for your specialty career cluster

Camps and Programs

There are a number of different camps and programs that are offered for students to enroll in that provide connections with careers. The chart below offers suggestions. Make sure that you check in your local area for opportunities like these to inform your students:

Camp/Program	Date	Grade Level	Description
BLAST-VT and UVA Summer Residential Camp (https://blast.spacegrant.org)	Summer	8-9 Grade	BLAST will bring STEM alive through a series of innovative, hands-on sessions led by faculty and staff designed to spark interest in STEM opportunities.
College of William & Mary, Center for Gifted Education Saturday and Summer Enrichment Classes (https://education.wm.edu/centers/cfge/precollegiate/sep/index.php)	Saturday & Summer	K-9 Grade	Inquiry-based activities in a variety of subject areas – humanities, science, math, and the arts
College of William and Mary LAUNCH (summer residential) (https://education.wm.edu/centers/cfge/camp_launch/index.php)	Summer	7-8 Grade	STEM, writing, academic self-efficacy, and personal development. (Students from specific school divisions are eligible)

Discovery Education 3M: Young Scientist Challenge (www.youngscientistlab.com/challenge)	April	5-8 Grade	Students in grades 5-8 are invited to submit a 1-2 minute video describing a unique solution to an everyday problem for the chance to win \$25,000 and an exclusive 3M Mentorship.
Destination Imagination (www.destinationimagination.org)	School Year	K-12 Grade	A problem-solving contest with challenges that range from building mechanical devices to literary interpretations.
Emory & Henry Summer Scholars program (summer residential) (www.ehc.edu/summer-programs-camps/summer-scholars-institute-leadership-program)	Summer	6-9 Grade	traditional Summer Scholars program offers a unique mix of learning activities designed to broaden academic interests and expose students to a college-like setting
Ferrum College Summer Enrichment Program (http://www2.ferrum.edu/fcsec/index.html)	Summer	4-7 Grade	Academic-Social-Recreational
George Mason University (https://summercamps.gmu.edu/)	Summer	Ages 5-18	Academic, Visual & Performing Arts, Science & Technology, Recreation & Sports programs
Holiday Lake Forestry Camp 4H Camp near Appomattox, VA (http://dof.virginia.gov/forestry/camp/)	Summer	Ages 13-16	Field experiences for students ages 13-16 with an interest in natural resources.
MathScience Innovation Center Mechanicsville, VA (https://mymsic.org/students)	Year Round	6-9 Grade	Saturday & Summer Enrichment Classes
Safari Camps Washington, D.C. Zoo	Summer	K-7 Grade	Explore the lives, habitats, and conservation of animals around the world

(https://nationalzoo.si.edu/education/camps/summer)			
STEM iD Tech Camps Charlottesville, Williamsburg, & Richmond locations (https://www.idtech.com/compare-programs)	Summer	2-12 Grade	STEM learning experiences –UVA, UR, W&M, VT
Torrance Creativity Awards (http://www.centerforgifted.org/torrance.html)	January - August	Ages 8-18	International competition-Categories include creative writing, musical competition, inventions, and visual arts
University of Virginia Summer Enrichment Classes (https://curry.virginia.edu/services-outreach/saturday-summer-enrichment-program/summer-enrichment-program)	Summer	4-10 Grade	Residential summer program for gifted and/or high ability students.
VA Space Flight Academy-Wallops Island, VA (https://vaspaceflightacademy.org/)	Summer	Ages 11-17	Space, rockets, robotics
Virginia Summer Regional Governor's Schools (Students from participating school divisions are eligible – dependent upon location of program) (http://www.doe.virginia.gov/instruction/governors_school_programs/summer_r)	Summer	3-12 Grade	Science, Visual & Performing Arts, Marine Biology, Math, Technology

egional/index.shtml)			
VA Tech IMAGINATION Camp (https://eng.vt.edu/ceed/ceed-pre-college-programs/imagination.html)	Summer	7-8 Grade	Hands-on exploration of engineering

APPENDIX

TOPIC 1: ART, AV TECHNOLOGY, AND COMMUNICATIONS APPLICATION PERSONAL LOGO DESIGN ASSIGNMENT

INTRODUCTION

After students have explored the Art, AV Technology, and Communications Career Cluster, this application assignment provides them with an opportunity to reflect on their personal assets and develop a product that represents their future workplace image. Students will first learn artistic design techniques from a graphics designer. They will then apply steps from the creative process to develop their own personal logo. As part of the assignment, students will evaluate their personal logo with a peer.

TIME

Three Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The student will demonstrate creativity and innovation by following steps in the creative process to develop a personal logo.
2. The student will consider his/her personal assets to conceptualize how he/she wants to be professionally represented.
3. The student will use graphics design technology.
4. The student will collaborate with a peer to evaluate their products.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Collaboration
- Communication

MATERIALS/RESOURCES

- *Logo Design with Mark Winn: KQED Art School* video from eMediaVASM
- Personal Logo Design Checklist
- Personal Logo Design Template
- Graphics Design Computer Program

PROCEDURE

Day One

1. As a whole class, ask students to describe the purpose of a logo. Then, explain that they will watch a video from eMediaVASM, where they will join Graphics Designer Mark Winn as he demonstrates the creative process he follows to develop a personal logo.
2. Play the video [Logo Design with Mark Winn: KQED Art School](https://www.emediava.org/lo/1000114573) (<https://www.emediava.org/lo/1000114573>) from eMediaVASM. Ask students to think about how Mr. Winn's creative process compares to the one they learned about in the Art, AV Technology, and Communications Career Cluster lesson.
3. After watching the video, explain to students that they will create a personal logo that represents how they want to be perceived when they join the workforce. Ask students to elaborate on why this type of self-representation has value. Then, review the Personal Logo Checklist (attached) so students understand how they will be assessed.
4. Give students the Personal Logo Design Template (attached), which will take them through a similar process Mark described in the video when he created his personal logo. Have students complete the *Preparation* step in the creative process.
5. Explain to students that over the next few days they should complete the *Incubation* step for their personal logos by piecing together the ideas from their list.

Day Two

1. Provide students with graphics design technology to complete the *Illumination* step in the creative process. Mark Winn suggested programs in his video which you can use, or consult with the IT specialist at your school to help you set up appropriate resources for students. This project can be accomplished using a variety of different software programs or mobile applications that contain drawing features.
2. As a whole group, ask students to recall what they learned about giving and receiving feedback in the Art, AV Technology, and Communications Career Cluster lesson. Allow students to select a partner for the next step of the creative process: *Evaluation*. Explain that they will offer feedback about each other's personal logos to determine if their products can be improved in any way. Remind students to actively listen to each other's reasoning, use positive body language, and respond appropriately to one another. While students' personal logos are still open on the computer, have them complete the

Evaluation step.

Day Three

1. As the final step in the creative process, Implementation, students should reflect on the feedback they received from their partner. Then, students should make final adjustments to their personal logos until they are happy with their product.
2. Have students leave their personal logos displayed on their computer screens. They should then walk around and view each other's work. You can also print these to make a gallery. Encourage students to ask each other questions and provide at least three positive comments to peers.
3. Bring students back together. As a whole group, facilitate a reflection with the following questions:
 - How does your logo express who you are as a future professional?
 - What personal assets are represented in your logo?
 - What did you find interesting or exciting about the creative process?
 - What did you find challenging about the creative process?
 - What is one thing you learned about yourself through the creative process?
 - Would you consider being a graphics designer in the future? Why or why not?

PERSONAL LOGO CHECKLIST

Your creative process and personal logo should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Prepared a list of at least ten words or phrases related to personal assets and professional self-representation for the Preparation step of the creative process.
Yes or No	Sketched at least three versions of the personal logo for the Incubation step of the creative process.
Yes or No	Used a graphics design program, drawing program, or mobile application to develop a personal logo for the Illumination step of the creative process.
Yes or No	Collaborated with a partner to receive feedback on the personal logo for the Evaluation step of the creative process.
Yes or No	Provided valuable feedback to a partner about his/her personal logo.
Yes or No	Used suggestions given by a partner to improve the personal logo for the Implementation step of the creative process.
Yes or No	Participated in the final group reflection by thoughtfully responding to at least one of the teacher's questions, or by responding to at least one classmate's comments.

PERSONAL LOGO TEMPLATE

Your Name:

After watching the video, *Logo Design with Mark Winn: KQED Art School*, from eMediaVASM, complete the creative process to develop your own personal logo. Be sure your logo is a self-representation of how you want future employers and colleagues to view you.

STEP 1: PREPARATION

Write down a list of at least ten unique words or phrases that represent you and/or how you hope to be viewed professionally. Consider your personal assets as you make your list.

STEP 2: INCUBATION

Use your imagination to think about what your personal logo could look like. Then, sketch at least three versions of your personal logo. Make the revisions to your logo over the next couple of days as you have a chance to continue thinking about your ideal self-representation.

Version 1

Version 2

Version 3

STEP 3: ILLUMINATION

Use a graphics design or drawing computer program or mobile application to bring the versions of your personal logo together into a cohesive product.

STEP 4: EVALUATION

Evaluate your product with a partner. Ask your partner the following questions, and then record his or her answers in the space provided. Then, give your partner the opportunity to ask you questions.

Your Partner's Name:

1. What is your overall impression of my personal logo?
2. Can you tell what my personal assets are based on the design?
3. Is there anything you would suggest I modify? Please provide details.
4. What is your favorite part about my design? Why?
5. What would your impression be of me if you saw my logo on a professional website?

STEP 5: IMPLEMENTATION

Reflect on the feedback you received from your partner. Then, make final adjustments to your personal logo until you are happy with its design.

TOPIC 2: MARKETING APPLICATION

MARKET YOURSELF! ASSIGNMENT

INTRODUCTION

After students have explored the Marketing Career Cluster, this application assignment provides students with an opportunity to market a personal good or service. Students will first discuss skills and assets that they themselves possess, which make them marketable to those in their local area. They will then identify a personal good or service to market and create a social media campaign guided by the Four Ps of Marketing. In addition to allowing students to examine their own marketability, this assignment also positions them for their first job.

TIME

One Individual 45 Minute Class Period and Homework (minimum)

OBJECTIVES

1. The students will explore personal skills and assets that make them candidates for jobs.
2. The students will experience how marketing professionals utilize the Four Ps of Marketing to market a good or service.
3. The students will learn the rules associated with the employment of minors in the Commonwealth of Virginia.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Communication
- Creative Thinking
- Critical Thinking

MATERIALS/RESOURCES

- Market Yourself Template
- Presentation Capabilities (Projector/Screen, Interactive Whiteboard, Web Conferencing Interface etc.)
- Laptops or mobile devices

PROCEDURE

PART ONE: Virginia RULES Website and Working as a Minor

1. Ask students if they know how old they have to be to work in the Commonwealth of Virginia. As students respond, ask them why they believe that age is appropriate or inappropriate to work as a minor. Discuss with the students the importance of safety, work/school balance, and responsibilities as it pertains to their age.
2. Once you have discussed student thoughts related to work age, display the [Virginia RULES](https://virginiarules.org/virginia-rules/) website (<https://virginiarules.org/virginia-rules/>). Explain to students that this website is a resource for them at their age and as they become a teenager. The site was designed by the top legal authority in the state, the Attorney General, to provide information about the laws in Virginia with particular emphasis on how they apply to teens in their day-to-day lives.
3. Navigate as a class to the section of the website related to [Virginia's Child Labor Laws](https://virginiarules.org/virginia-rules/child-labor-laws) (<https://virginiarules.org/virginia-rules/child-labor-laws>). Review the information on the site, particularly the section that relates to the students in your class. Point out that the law states that students their age are allowed to have small part-time jobs.

PART TWO: MARKET YOURSELF

1. Ask students if they have ever received payment for work they have done for their parents or other adults. You may need to provide examples, like babysitting or mowing lawns. Facilitate a discussion with students about individual experiences with small part-time jobs. If you yourself worked during your middle school/junior high years, you may want to share your own experience.
2. Referring back to the information that students viewed on the Virginia Rules website, create a list of possible jobs for middle schoolers together. Examples include:
 - Working at home for their parents doing domestic jobs such as cleaning house or taking out the trash;
 - Working on their parents' farm, garden, or orchard doing such things as planting and feeding animals;
 - Working in a business owned by their parents except manufacturing, mining, or other dangerous jobs;
 - Designing and selling a craft or product;
 - Working at another person's house doing housecleaning or babysitting, yardwork, or

- other tasks, with their parents' permission; and
- Participating with a volunteer rescue squad.
3. Distribute the Market Yourself Template to students. You may choose to provide them with a paper or digital copy of the document, depending on the availability of technology.
 4. Assign students to pick one of the items from the list that the class created of possible jobs, and to pick something that they would like to do for their first (or one of their first) job(s). Remind them to take into account their own personal skills, capabilities, interests, and assets. Direct them to record their choice on the template, as well as compose one to two sentences outlining why they chose that particular job.
 5. Discuss with students the Four Ps of Marketing that they learned in the Marketing Career Cluster topic. What do each of the Ps represent, and what is a short definition for each one? Refer back to the interactivity from the Marketing/Gift Shop topic. Make sure to record responses and definitions for all students to see.
 6. Explain to students that they are going to use the Market Yourself Template to gather information and create a social media campaign for themselves related to the position that they chose. First, they will use the Four Ps to compose their marketing plan. Then, they will create a social media campaign as part of the Promotion section of the template.
 7. Direct students to begin the activity with remaining class time and to complete the assignment as part of homework. If appropriate, you could require students to have their selected good or service approved by you prior to completing the template.

MARKET YOURSELF TEMPLATE

Directions: Answer each question below.

Job:

I chose this job because...

Product

What good or service am I offering?

What is the logo for my good or service?

How will I package or offer the good or service?

Will I provide any warranties for my good or service?

Price

What am I charging for my good or service? Why?

Will I provide any discounts? If so, what kind?

What forms of payment will I accept for my good or service?

Place

Where will I offer my good or service?

What transportation will I need to complete the job?

Promotion

To promote my good or service, I am going to use a social media campaign. Here is my plan for how I will promote my good or service:

Social Media Application:

Number of Posts/Messages (Must have at least three):

Message One:

Message Two:

Message Three:

TOPIC 3: HOSPITALITY AND TOURISM APPLICATION REVITALIZE YOUR COMMUNITY ASSIGNMENT

INTRODUCTION

After students have explored the Hospitality and Tourism Career Cluster, this application assignment provides students with an opportunity to consider increasing tourism in their area of Virginia. Students will first view videos related to revitalization of towns. In pairs, they will then identify a building or space in their community to create lodging, a restaurant, or an attraction. Students will need to plan for the creation and maintenance of the building/space. In addition, they will put together a tourism advertisement to attract visitors to the revitalized area.

TIME

One Individual 45 Minute Class Period and Homework (minimum)

OBJECTIVES

1. The students will learn how local communities invest in hospitality to increase tourism.
2. The students will explore tourism in their local communities.
3. The students will experience planning for a hospitality and tourism business.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Citizenship
- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

MATERIALS/RESOURCES

- *Community Revitalization Template*
- *Tourism Advertisement Template*
- Presentation Capabilities (Projector/Screen, Interactive Whiteboard, Web Conferencing Interface etc.)
- Laptops or mobile devices

- eMediaVASM videos (See Part One, Step 4)

PROCEDURE

PART ONE: REVITALIZING A COMMUNITY

1. Ask students if they can think of spaces and buildings in their community that are underused or in disrepair, but have historical significance. Record students' responses for all to see. If students struggle to come up with examples, you should pick some local examples to have available.
2. Ask students if they can think of spaces and buildings in their community that used to serve one purpose, but are now something completely different, like lodging, a restaurant, or an attraction. If students struggle to come up with examples, you should pick some local examples to have available.
3. Explain to students that locations often give new life to spaces and buildings to bring in new visitors through tourism. This act of taking something older and making it into something new is called revitalization.
4. As examples, play the following two videos from eMediaVASM:
 - [Old to New: Remodel, Restore, Revitalize | Arnegard](https://www.emediava.org/lo/1000063667)
(<https://www.emediava.org/lo/1000063667>)
 - [Old to New: Remodel, Restore, Revitalize | Lisbon](https://www.emediava.org/lo/1000087846)
(<https://www.emediava.org/lo/1000087846>)
5. Ask students to brainstorm the benefits of revitalization on a space or building. Record the responses for all to see. Some examples include:
 - Increase in community pride
 - Job creation
 - Increases collaboration among the local government and private citizens
 - Increases property value and tax base
 - Encourages other new businesses to come to a community
 - Protects historic assets of the community.
 - Brings people to the "downtown" area.
 - Finds the best use for underutilized or empty buildings

PART TWO: IDENTIFY A SPACE TO CHANGE

1. Distribute the *Community Revitalization Template*. Pair students together in groups of two to complete the rest of the application assignment.

2. Refer students back to the spaces or buildings in their community that are in need of revitalization. Explain to them that they are going to take on the role of an entrepreneur in the Hospitality and Tourism Career Cluster. Their task is to select one of these spaces/building for revitalization. They are to choose whether they will turn this space into new lodging, a new restaurant, or a new attraction. They should then use the *Community Revitalization Template* to plan for the timeline of the project, project specifics, employees they will need, and other details associated with running the type of business they are creating.
3. Provide students with the rest of the class period to complete the *Community Revitalization Template*.

PART THREE: TOURISM ADVERTISEMENT

1. Explain to students that they will complete the final part of the assignment as homework. Distribute the *Tourism Advertisement Checklist*.
2. Remind students that part of the Tourism Pathway includes the development, research, packaging, promotion, and delivery of a traveler's experiences. For this part of the application assignment, they will have the opportunity to use their powers of persuasion. Now that they have designed their new hospitality business, they will need to promote it to visitors.
3. To successfully promote the business, their advertisement must be informative and creative. It needs to include the following elements:
 - The name of your business;
 - The location of the lodging, restaurant, or attraction;
 - Any two important points or features;
 - Two pictures, images, or maps;
 - The cost of a room, meal, or ticket.
4. To submit the assignment, students can complete the advertisement in the following ways:
 - Hand-draw the advertisement and then take a picture of it for submission.
 - Use a template in a word-processing, presentation, paint, or graphics program and utilize the software to create the advertisement.
 - Use a mobile or computer-based application to create the advertisement and email or export the final product for submission.

COMMUNITY REVITALIZATION TEMPLATE

Directions: Provide the information for each item below.

Name of business:

Location of business:

Type of business (Lodging, Restaurant, or Attraction):

Timeline to complete revitalization:

Features of business (Provide at least four details about your business):

Types of employees you will need (i.e. maids, wait staff, ride workers, etc.):

Number of employees you will need:

TOURISM ADVERTISEMENT CHECKLIST

Your tourism advertisement should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Your advertisement includes the name of your business.
Yes or No	Your advertisement includes location of the lodging, restaurant, or attraction.
Yes or No	Your advertisement includes two pictures, images, or maps.
Yes or No	Your advertisement includes two important points or features.
Yes or No	Your advertisement includes the cost of a room, meal, or ticket.
Yes, No, or N/A	If resources outside of the course are used, a Works Cited document is submitted along with the assignment.

TOPIC 4: FINANCE CAREER APPLICATION

BA-BAM ELECTRONICS ASSIGNMENT

INTRODUCTION

After students have explored the Finance Career Cluster, this application assignment will provide them with an opportunity to make professional money-related decisions. Specifically, students will act as Pricing Agents for an electronics company, and determine the price of the business's new headphones.

TIME

One 60-minute homework session

OBJECTIVES

1. The student will analyze the electronics marketplace to make informed decisions.
2. The student will use mathematical reasoning to accomplish a task.
3. The student will appropriately use the Internet.
4. The student will make a business-related phone call.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Communication

MATERIALS/RESOURCES

- Ba-Bam Electronics Template

PROCEDURE

1. Explain to students that they are going to take on the role of a price analyst to determine how much the company Ba-Bam Electronics should charge for their new set of Bammerz Headphones.
2. Further elaborate that by using the Ba-Bam Electronics Template as a guide, students will research the cost of headphones from two competitors by making a professional phone call to one company that sells headphones, and doing Internet research on another company that sells headphones.

3. Students will then complete the blank cells in the Price Analysis Chart in the template to determine the recommended cost of the Bammerz Headphones.

BA-BAM ELECTRONICS

Imagine you are a Pricing Analyst for Ba-Bam Electronics. The company is going to launch new headphones, called Bammerz, and it is your job to determine the sale price of the product. Before deciding, you must do a bit of research to figure out the price your competitors sell similar high tech headphones for.

PART ONE

1. Select two companies who sell high tech headphones.
2. Make a professional phone call to a retail store to determine the cost of the first company's highest tech headphones.
3. Do Internet research to figure out the cost of high tech headphones sold by the second company.

As you do your research, complete the information below.

Price Analysis for Bammerz Headphones

Name of Competitor 1:

Method of Product Comparison Research (Internet or Phone)

Retail Price of Competitors' Most High Tech Headphones:

Name of Competitor 2:

Method of Product Comparison Research (Internet or Phone)

Retail Price of Competitors' Most High Tech Headphones:

PART TWO

1. Determine where you want Bammerz headphones to fall in relation to the price of your competitors' comparable headphones. Do you want them to be the cheapest, the most expensive, or in the middle? Explain your reasoning.
2. Based on your answer to question number 1, what retail price would you suggested for Bammerz?

PART THREE

Complete the Ba-Bam Electronics Template below to determine the company's suggested selling price for Bammerz headphones.

BA-BAM ELECTRONICS TEMPLATE

Price Analysis for Bammerz Headphone

Item	Question	Amounts
Production Cost	Cost to produce, market, and sell each set of Bammerz.	\$190
Revenue Target	How much profit your company wants to make from each set of Bammerz.	\$110
Suggested Retail Price	Selling price for each set of Bammerz headphones.	<i>Calculate and record below the table</i>

Suggested Retail Price: \$

How does the price that you chose in question 2 compare to the company's suggested retail price?

What advantage and disadvantage would there be to using your suggested price?

What advantage and disadvantage would there be to using the company's suggested price?

TOPIC 5: GOVERNMENT AND PUBLIC ADMINISTRATION APPLICATION

GOVERNMENT AND PUBLIC ADMINISTRATION JOB DESCRIPTION ASSIGNMENT

INTRODUCTION

After students have explored the Government and Public Administration Career Cluster, this application assignment provides students with an opportunity to learn more about individual pathways by exploring current job descriptions in the cluster and then by creating a job description of their own. Students will first explore [USA Jobs](https://www.usajobs.gov) (<https://www.usajobs.gov>) and [Jobs Virginia](http://jobs.virginia.gov) (<http://jobs.virginia.gov>) and then select a position to create their own job description using a provided template. In addition to allowing students to examine real-life job descriptions, this assignment also allows them to access government job postings in an authentic environment.

TIME

Two Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The students will experience how individuals seeking jobs in the Government and Public Administration Career Cluster utilize web-based postings.
2. The students will be able to practice creating their own job description for a career of interest.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

MATERIALS/RESOURCES

- *Example Job Description Template*
- *Original Job Description Template*
- Presentation Capabilities (Projector/Screen, Interactive Whiteboard, Web)

Conferencing Interface etc.)

- Laptops or mobile devices

PROCEDURE

Day One

1. Explain to students that national, state, and local governments typically use specific websites to advertise for positions available working at each level. At the federal level, the government uses the USA Jobs website. The Commonwealth of Virginia uses Jobs.Virginia.Gov, and many localities have their own city or county websites with positions posted.
2. Discuss with students the benefits of using centralized websites for this type of information. Why would this be helpful to job seekers and the posting agencies?

Potential Benefits:

- Can view all the open positions in one place
 - Can apply for positions from same website
 - Posting agencies only have to post once
3. Explain to students that you will be demonstrating how to use these websites for them. Access [USA Jobs](https://www.usajobs.gov) (<https://www.usajobs.gov>), [Virginia Jobs](https://www.jobs.virginia.gov) (<https://www.jobs.virginia.gov>), and the job site of a locality in the Commonwealth of Virginia. Examples of locality sites include:

- [City of Richmond](http://agency.governmentjobs.com/richmond/default.cfm) (<http://agency.governmentjobs.com/richmond/default.cfm>)
- [City of Virginia Beach](https://chp.tbe.taleo.net/chp02/ats/careers/v2/jobSearch?org=VBGOV&cws=37) (<https://chp.tbe.taleo.net/chp02/ats/careers/v2/jobSearch?org=VBGOV&cws=37>)
- [Caroline County](https://co.caroline.va.us/551/Employment-Opportunities) (<https://co.caroline.va.us/551/Employment-Opportunities>)
- [Fairfax County](https://www.governmentjobs.com/careers/fairfaxcounty) (<https://www.governmentjobs.com/careers/fairfaxcounty>)

On the larger sites, enter related zip codes or locality names to show them the available jobs at each level. Access individual job descriptions to allow them to compare and contrast the information available in each one. Make sure to highlight that government positions are varied and extend across the seven different pathways in the Government and Public Administration Career Cluster.

4. Discuss with students the importance of the information in the job description. Why would it be important that a job description is thoroughly written and reflective of the actual position it describes?

5. Split the classroom into as many groups as the number of laptops or mobile devices provided. Hand out the *Example Job Description Template*. Each group should be given fifteen minutes to find a job description on the national, state, or local level and complete the template. Each member of the group should record the questions on their *Example Job Description Template* for submission. Make sure that you review Internet safety issues and procedures for complying with the schools' acceptable use standards when completing this assignment.

Day Two

1. Begin the class period by inviting groups from the previous session to share the information that they collected in their Example Job Description Templates, making sure to highlight any similarities and differences that you or students notice.
2. Ask students to reform their groups from the previous session and hand out the *Original Job Description Template*. Ask students to select a job from a national, state, or local agency OR from the United States Military and create a job description for that role by filling in the sections on the template. Students may use online resources, like the [Virginia Department of Education's Career Planning Guide](http://www.teresource.org/cpg/clusters) (<http://www.teresource.org/cpg/clusters>), or the content from the Government and Public Administration Career Cluster content to complete their assignment. Sample agencies may include:
 - United States Department of Veteran's Affairs
 - National Security Agency
 - United States Navy
 - United States Department of Agriculture
 - Virginia Department of Environmental Quality
 - Office of the State Inspector General (VA)
3. Circulate among the teams, offering students advice on where to find information or redirecting if a group has misunderstood the assignment. At the end of thirty minutes, provide an opportunity for groups to share their job descriptions prior to submission.

ORIGINAL JOB DESCRIPTION CHECKLIST

Your job description should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Each section of the <i>Original Job Description Template</i> is completed.
Yes or No	The content is reflective of the workplace skills required for the selected position.
Yes or No	The content submitted is consistent with those of their fellow group participants.
Yes or No	The final submission is neatly formatted and includes full sentences, correct punctuation, and appropriate grammar.

EXAMPLE JOB DESCRIPTION TEMPLATE

Provide the information below beside each item.

Position Title:

Website Location/URL:

Agency:

Objectives/Duties of Position:

Required Experience:

Required Education:

Required Skills:

Other Special Requirements:

ORIGINAL JOB DESCRIPTION TEMPLATE

Provide the information below beside each item.

Position Title:

Website Location/URL:

Agency:

Objectives/Duties of Position:

Required Experience:

Required Skills:

Other Special Requirements:

TOPIC 6: LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY APPLICATION CAREER RECRUITMENT VIDEO ASSIGNMENT

INTRODUCTION

After students have explored the Law, Public Safety, Corrections, and Security Career Cluster, they will have the opportunity to conceptualize and create a career recruitment video. First, students will research a career in this pathway that they may want to have in the future or find interesting. Next, they will develop a storyboard design for a recruitment video. Students will then record a video to entice people to gain employment in this career. Finally, students will view each other's career recruitment videos.

TIME

Three Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The student will connect the working world to their responsibilities as a community member through the content in their career recruitment video.
2. The student will demonstrate use of information-literacy skills through research.
3. The student will determine the important knowledge and skills necessary for the chosen career.
4. The student will demonstrate creativity and innovation by conceptualizing and creating a career recruitment video.
5. The student will dress professionally for the recruitment video, wearing clothing common for the chosen career.
6. The student will exhibit effective speaking skills in the recruitment video.
7. The student will comply with acceptable use standards and information technology skills when using their school's technology.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Communication
- Citizenship

MATERIALS/RESOURCES

- Career Recruitment Video Checklist
- Career Recruitment Video Storyboard Template or Blank Paper
- Video recording equipment
- Video editing software

PROCEDURE

DAY ONE

1. As a whole class, ask students to name the careers within the Law, Public Safety, Corrections, and Security Career Cluster they found most interesting. Have them elaborate by providing a word phrases that they correlate to each named profession.
2. Ask students to explain what it means to *recruit* someone. Then, explain that for this assignment, they will be conceptualizing and creating a one-to-two minute career recruitment video for a chosen profession in the Law, Public Safety, Corrections, and Security Career Cluster. Elaborate that the video should include at least five facts about the career, five skills necessary to succeed in this career, and an explanation of how employees in this career support the community. Furthermore, tell students that the video should be well organized, creative, and interesting. Next, explain that students should appear in their own video dressed in a professional manner. Finally, review the Career Recruitment Video Checklist (attached) so students understand how they will be assessed.
3. Review the importance of using good information-literacy skills in their research so that credible and reliable sources are utilized.
4. Give students the Career Recruitment Video Storyboard Template (attached) or blank paper, so they can begin designing their career recruitment videos. Take time to explain the storyboarding process and show an example if possible.

DAY TWO

1. Students could use personal mobile devices with video recording capabilities for this assignment. Provide students with the video recording technology when necessary. They can choose to set up the technology independently, or have a classmate record them speaking. If available, provide video editing software to students who would like to enhance their career recruitment video.

DAY THREE

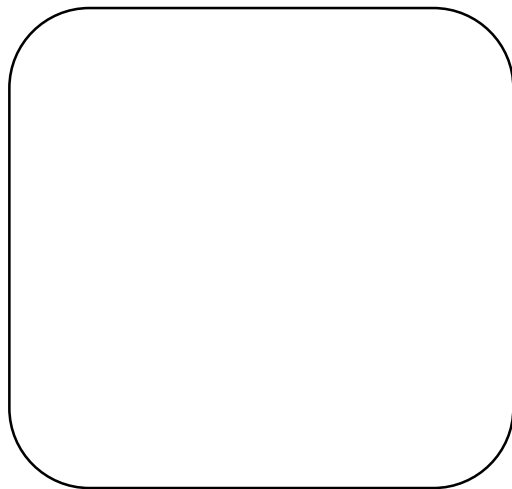
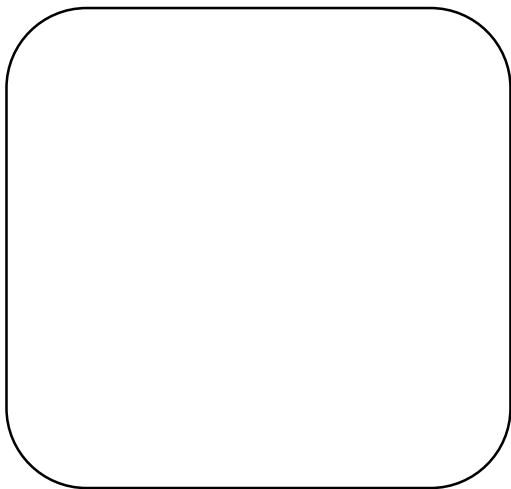
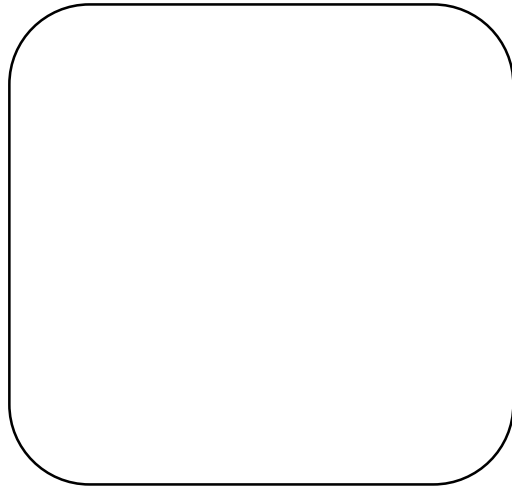
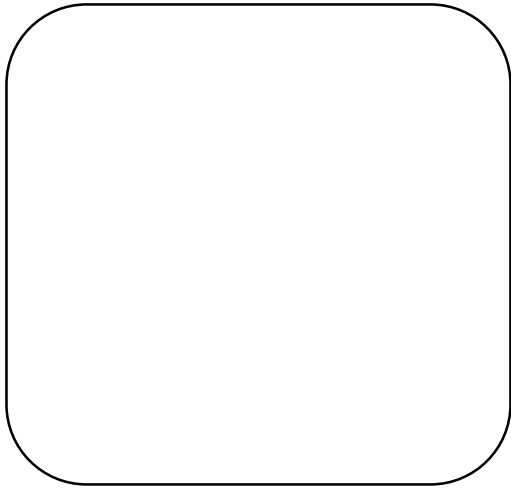
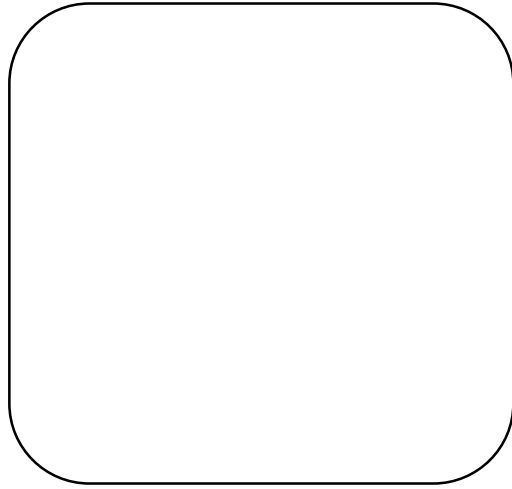
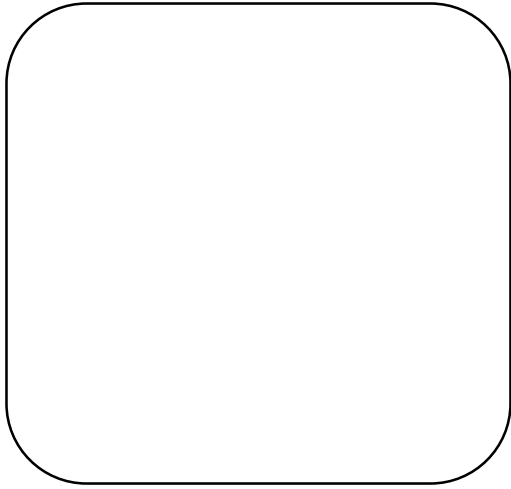
1. Have students present their career recruitment videos to the class. After each viewing, students should offer feedback about the video, including an opinion about the element(s) that would most likely entice someone to seek the featured career. Alternatively have students post their videos in a Learning Management System and then post their critique in an associated discussion board for the assignment.

CAREER RECRUITMENT VIDEO CHECKLIST

Your career recruitment video should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Incorporated at least five facts about the career.
Yes or No	Incorporated at least five skills necessary to succeed in the career.
Yes or No	Explained how this career supports community members.
Yes or No	The video was well organized, creative, and interesting.
Yes or No	The student appeared in the video looking professional and speaking clearly.
Yes or No	The student complied with their school's acceptable use technology standards.
Yes or No	The video was between one and two minutes long.
Yes or No	Submitted a Works Cited document.

CAREER RECRUITMENT VIDEO STORYBOARD TEMPLATE



TOPIC 7: ARCHITECTURE AND CONSTRUCTION APPLICATION

INTERVIEW EMPLOYEES IN THE ARCHITECT AND CONSTRUCTION CLUSTER

ASSIGNMENT

INTRODUCTION

After students have explored the Architect and Construction Career Cluster, this application assignment provides students with an opportunity to learn more about individual pathways by interviewing employees with jobs in the field. Students will first prepare a set of interview questions (one per pathway), and then interview guests who join the class through face-to-face or virtual means. As part of the assignment, the teacher will need to secure the participation of one individual from each of the three pathways that are part of the Architect and Construction Career Cluster. These individuals will need to join a classroom or synchronous class session to be interviewed by classroom students about their job. Pathways and appropriate job titles include:

Construction

- Cabinetmaker
- Carpenter
- Construction and Building Inspector
- Construction Manager
- Drywall Installer
- Electrician
- General Contractor
- Mason
- Plumber, Pipefitter
- Project Manager
- Roofer
- Tile Installer

Design and Pre-Construction

- Architect
- Architectural Drafter
- Building Code Inspector
- Civil Engineer
- Cost Estimator
- Electrical Engineering Technician

- Interior Designer
- Landscape Architect
- Mechanical Drafter
- Mechanical Engineer
- Survey Technician
- Surveyor

Maintenance and Operations

- Cabinetmaker
- Carpenter
- Construction and Building Inspector
- Construction Manager
- Drywall Installer
- Electrician
- General Contractor
- Mason
- Plumber, Pipefitter
- Project Manager
- Restoration Technician
- Roofer
- Tile Installer

TIME

Two Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The students will understand how education, workplace skills, and interest impact an individual's career choice.
2. The students will be able to practice interviewing skills by creating and asking interview questions.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Collaboration

- Communication
- Critical Thinking

MATERIALS/RESOURCES

- Interview Question Template
- Career Interview Checklist
- Presentation Capabilities (Projector/Screen, Interactive Whiteboard, Web Conferencing Interface etc.)
- Access to eMediaVASM
- Laptops (optional)

PROCEDURE

DAY ONE

1. Using front of class presentation tools, laptops, or mobile devices, ask students to explore the interview of Miguel Rosales from eMediaVASM found at <https://www.emediava.org/lo/1000062354>. This interview features elevated vocabulary, so it may be helpful for the teacher to read through Rosales's responses as the students read the questions provided by the interviewer. This should take 15 to 20 minutes depending on the method chosen.
2. Debrief students about the questions chosen for the interview. Why were those specific questions chosen? Were there other questions that should have been chosen? Were any of the questions inappropriate for the interview subject?
3. Briefly review with students interview techniques that they have encountered in previous instruction. Make a public list of student responses that can be utilized on the interview day.
4. Explain to students that you will be inviting three different professionals from the Architect and Construction Career Cluster to join the class face-to-face or online. Students will be responsible for interviewing these individuals to find out more about their education, workplace skills, interests, and job duties. They will be divided into three groups and will be responsible for creating four interview questions for each pathway that they learned as part of their study of the Architect and Construction Career Cluster. During the interview, they will be responsible for asking the questions, taking notes, and then typing up the responses as a formal interview document. Review the Career Interview Checklist (attached) so that students understand how they will be assessed.
5. Split the classroom into three groups and hand out the Interview Question Template. Each group

should be given fifteen minutes to compose 12 interview questions (four per pathway). Each member of the group should record the questions on their Interview Question Template.

INTERVIEW DAY

1. The teacher should welcome the interview participants to the class and remind students that they are guests of the school and of the students. The teacher should then inform the class that they should move into their three previously established groups. Ask students to bring their Interview Question Templates with them, and remind them that they should take notes during each interview.
2. Assign each of the three guests to begin with one group. Allow ten minutes for the students in the group to interview the guest and record their associated responses. Walk around the room to ensure that students are being given an equal opportunity to ask questions to the guests.
3. At the end of ten minutes, ask the guests to rotate groups so that each group is given the chance to ask their questions. Repeat this step so that each group has interviewed each guest.
4. Remind students that they will be responsible for formatting and formalizing the interview responses to submit as their assignment.

CAREER INTERVIEW CHECKLIST

Your career interview should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	The questions created are appropriate for each pathway in the Architect and Construction Career Cluster. Those pathways include Construction, Design and Pre-Construction, and Maintenance and Operations.
Yes or No	The questions created are reflective of the interview participants' education, workplace skills, interests, and job duties.
Yes or No	The questions submitted are consistent with those of their fellow group participants.
Yes or No	It is evident that notes were taken during the interview process.
Yes or No	The final submission includes each question asked and the responses of the interviewee, is neatly formatted and includes full sentences, correct punctuation, and appropriate grammar.

INTERVIEW QUESTION TEMPLATE
CONSTRUCTION PATHWAY

Guest Name:

Guest Title:

Question 1:

Notes:

Question 2:

Notes:

Question 3:

Notes

Question 4:

Notes

Question 5:

Notes

INTERVIEW QUESTION TEMPLATE
DESIGN AND PRE-CONSTRUCTION PATHWAY

Guest Name:

Guest Title:

Question 1:

Notes:

Question 2:

Notes:

Question 3:

Notes

Question 4:

Notes

Question 5:

Notes

INTERVIEW QUESTION TEMPLATE
MAINTENANCE AND OPERATIONS PATHWAY

Guest Name:

Guest Title:

Question 1:

Notes:

Question 2:

Notes:

Question 3:

Notes

Question 4:

Notes

Question 5:

Notes

TOPIC 8: STEM APPLICATION

MARSHMALLOW TOWER TEAM CHALLENGE ASSIGNMENT

INTRODUCTION

After students have explored the Science, Technology, Engineering, and Mathematics Career Cluster, this application assignment provides students with an opportunity to experience an engineering design process integrated with elements of mathematics, science, and technology. Students will create a small-scale engineering project and then reflect on their design process, as well as project teamwork and resource constraints. As part of the assignment, the students will explore the concept of teamwork, and identify areas of opportunity in their own teamwork skill development.

TIME

One Individual 45 Minute Class Period (minimum)

OBJECTIVES

1. The students will experience a small-scale, interactive engineering project utilizing a design process.
2. The students will be able to practice time-, task-, and resource-management skills.
3. The student will demonstrate job-specific mathematics skills.
4. The students will analyze the characteristics of an effective team, and identify how to improve their own teamwork skills.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

MATERIALS/RESOURCES (FOR A CLASS OF 30 STUDENTS)

- 120 pieces of dried spaghetti
- 6 large marshmallows
- 6 feet of masking tape

- 6 pieces of paper
- 6 rulers or tape measures
- 6 copies of the *Tower Cost and Height Organizer*
- Presentation capabilities (Projector/Screen, Interactive Whiteboard, Web Conferencing Interface etc.)

PROCEDURE

PREPARATION

1. Prior to the class period, assign students to teams of 5 students. As much as possible, student groups should exhibit diversity.
2. Divide dried spaghetti, marshmallows, masking tape, and paper into sets based on the following quantities:
 - 20 pieces of dried spaghetti
 - 1 large marshmallow
 - 1 foot of masking tape
 - 1 ruler
 - 1 piece of paper
 - 1 *Tower Cost and Height Organizer* worksheet

MARSHMALLOW TOWER

1. Divide students into previously established groups. Ask teams to move to sit together, pushing desks together, if necessary. Pass out activity materials, instructing students not to touch them until they are given direction to do so.
2. Explain to students that today they will act as engineers. They will have fifteen minutes to construct the tallest marshmallow tower possible using the materials that they see in front of them. They are free to construct their tower in any way they choose, EXCEPT the large marshmallow must be at the top of the tower.
3. Further explain that, as in the real-world, they will have a resource budget of the materials in front of them, they will have a time limit for the project, and that they will calculate the cost of the materials that they use for their towers. The paper has provided to them to sketch designs, if they choose to do so.
4. Ask students to look at their *Tower Cost and Height Organizer* worksheet. Explain that students can calculate their actual tower cost as they are building their tower OR

after putting their tower together based on the materials they have left. Present the following “costs” to students:

- Each Partial or Whole Piece of Spaghetti: \$100.00
- Each Partial or Whole Inch of Masking Tape: \$50.00
- Large Marshmallow: \$1,000.00

Direct students to take two minutes to discuss with their team how much they think their tower will cost and to record that on their *Tower Cost and Height Table* worksheet.

5. Announce to students that they can begin. When two minutes remain, announce that there are two minutes remaining. After fifteen minutes have passed, ask students to stop construction on their towers. Remind them that they are responsible for recording the cost for the materials used in their final tower, as well as recording the height of their tower.

STEM DISCUSSION AND DEBRIEF

1. Draw the table below on a whiteboard, chalkboard, or project it from a document or spreadsheet:

Tower Cost and Height Team Comparison

Tower Information	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Total Cost						
Tower Height						

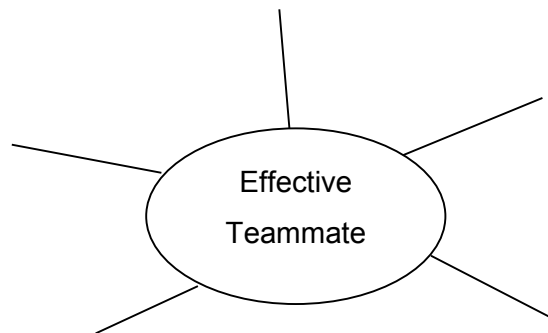
2. After students have completed their calculations, ask one member of each team to report their total tower cost and tower height to you, as you add this information to the table for the class to see. Remind students that this was a fun activity to put them in the mindset of being engineers, and that totals will not be assessed or count towards a grade.
3. Lead a short class discussion using the following prompts:
 - *For those of you who used the piece of paper to sketch out ideas for your tower, how did that impact your final product? Was your final product the same as your sketch? What factors impacted your design?*
 - *How did your initial cost estimate compare to the final cost of your tower? What factors impacted your costs?*
 - *How did time and the availability of resources impact the creation of your tower?*

How might this reflect what engineers experience in a real-world setting?

- *If you had to design a process for creating a marshmallow tower, what would be the steps? How would this compare to steps engineers may use when creating their projects?*

TEAMWORK ACTIVITY

1. Tell students that they should now think about how they performed as a team. Remind students that employers look for workers who can contribute to the success of a team and work in a respectful and friendly manner with all customers and coworkers.
2. Draw the following mind map on a whiteboard, chalkboard, or project it from a document or spreadsheet. You may also choose to use a mind mapping or word cloud software, like [Coogle](https://coggle.it/) (https://coggle.it/) or [Wordle](http://www.wordle.net/) (http://www.wordle.net/).



3. Lead a class brainstorming session to complete the mind map. Ask students to think about their teammates today, as well as positive experiences they have had working on other school projects and assignments.
4. Sample responses include:
 - Willing to communicate
 - Demonstrates respect for other team members
 - Takes an active role in completing assignment/project
 - Listens to and makes eye contact with other team members
 - Is courteous and uses please and thank you
 - Shares accomplishments publicly with other team members

REFLECTION ACTIVITY

1. As the final part of the assignment, ask students to write a one- to two-page reflection using the following prompt:

Thinking back to the Effective Teammate mind map, in what areas do you feel that you are an effective teammate? What are some of the areas in which you would like to improve? How will you attempt to do this? What resources exist in school, at home, at work, or in your community that may help you improve your teamwork skills?

2. Assess the reflection assignment using the Teammate Assessment Rubric below.

TOWER COST AND HEIGHT ORGANIZER

Estimated Tower Cost:

ACTUAL TOWER COST

Item	Cost Per Item	Total Cost of Item
Partial or Whole Piece of Spaghetti	\$100.00	<i>Record this dollar amount beneath the chart.</i>
Partial or Whole Inch of Masking Tape	\$50.00	<i>Record this dollar amount beneath the chart.</i>
Large Marshmallow	\$1,000.00	\$1,000.00

Partial or Whole Piece of Spaghetti: \$

Partial or Whole Inch of Masking Tape: \$

Total Cost of Tower: \$

Final Tower Height (inches):

TEAMMATE REFLECTION RUBRIC

Criteria	Excellent (20)	Good (15)	Fair (10)	Poor (5)
Student displays conceptual understanding.	The student understands various characteristics of someone who works effectively with diverse teams.	The student demonstrates an understanding of most characteristics of someone who works effectively with diverse teams.	Student understanding is spotty or unclear; student partially grasps the characteristics of someone who works effectively with diverse teams.	The student does not demonstrate a conceptual understanding.
Written ideas are fully formed.	Ideas within the reflection are developed and clear to the reader.	Ideas within the reflection are somewhat developed and clear to the reader.	Ideas within the reflection are incomplete or unclear to the reader.	Ideas within the reflection are not developed.
Writing is organized and clear.	Student reflection is organized in paragraphs and clearly conveys all ideas.	Student reflection is somewhat organized in paragraphs and conveys most ideas.	Student reflection requires additional organization and attention to detail.	Student reflection is not organized and does not convey ideas.
Student uses good vocabulary and language choices.	Choice of vocabulary is specific, professional, and appropriate to the audience (teacher).	Choice of vocabulary is somewhat specific, professional, and appropriate to the audience	Choice of vocabulary needs to be improved so that it is specific, professional, and appropriate to the audience	Choice of vocabulary is not specific, professional, and appropriate to the audience (teacher). Slang

Criteria	Excellent (20)	Good (15)	Fair (10)	Poor (5)
		(teacher).	(teacher). Some slang or simplistic words should be replaced.	or simplistic words replace those that would better convey student ideas.
Student attends to grammar, spelling, capitalization, and punctuation.	There are no grammar, spelling, capitalization, or punctuation errors.	There is one grammar, spelling, capitalization, or punctuation error.	There are two grammar, spelling, capitalization, or punctuation errors.	There are more than two grammar, spelling, capitalization, or punctuation errors.

TOPIC 9: MANUFACTURING APPLICATION

SHOE INFOGRAPHIC ASSIGNMENT

INTRODUCTION

After students have explored the Manufacturing Career Cluster, this application assignment provides them with an opportunity to develop an infographic that communicates how a shoe is manufactured. Students will first identify a career from a particular manufacturing pathway. Then, they will conduct research to determine the responsibilities someone with this job has. Finally, students will create a visual representation of how an employee with the chosen career impacts the design of a shoe.

TIME

One Individual 45 Minute Class Period (minimum)

OBJECTIVES

1. The student will display creativity and critical thinking as they create an accurate visual representation of the shoe manufacturing process.
2. The student will demonstrate use of information-literacy skills through research.
3. The student will demonstrate an understanding of workplace organizations and systems through an infographic that reflects how to manufacture a product.
4. The student will explore a career within a manufacturing pathway of interest.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Communication

MATERIALS/RESOURCES

- Infographic Checklist
- Infographic Research Template

PROCEDURE

DAY ONE

1. Ask students to describe the types of media people use to convey information, leading

them to answers like text, graphics, and video. Then explain that information graphics, also called infographics, express pieces of information using visual representations.

Direct students to view sample infographics like the ones developed for the [Centers for Disease Control and Prevention \(CDC\)](https://www.cdc.gov/salt/sodium_infographics.html) (https://www.cdc.gov/salt/sodium_infographics.html)

2. Next, explain that for this assignment, students will create an infographic that is a visual representation of how an employee's job within the Manufacturing Career Cluster impacts the design of a shoe. Review the Infographic Checklist (attached) so students understand how they will be assessed.
3. Before developing the infographic, direct students to select a career in manufacturing to research. Through this research, students must understand how a shoe is manufactured, and how a person with the career they selected impacts this process. Provide students with the Infographic Research Template to guide their research. Also, direct them to Virginia's CTE Resource Center's [Career Planning Guide](http://www.cteresource.org/cpg/) (<http://www.cteresource.org/cpg/>) where they can search for various occupations and browse the Manufacturing Career Cluster. Remind students about the importance of using good information literacy skills so that they utilize credible and reliable sources.
4. Once students have completed their research, they should design and create the infographic for homework. Suggest the following options for creating the infographic:
 - Hand-draw the infographic;
 - Use a template in a word-processing, presentation, paint, or graphics program and utilize the software to create the infographic; or
 - Use a mobile or computer-based application to create the infographic.

INFOGRAPHIC CHECKLIST

Your infographic should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Accurately represents how a shoe is manufactured.
Yes or No	Features the role of a specific employee in the industry by representing at least five facts about his/her job.
Yes or No	Shows at least two processes that occur before the featured employee participates in the manufacturing process.
Yes or No	Shows at least two processes that occur after the featured employee participates in the manufacturing process.
Yes or No	Is well-organized, creative, and visually attractive.
Yes or No	Includes images, graphs, and symbols.

INFOGRAPHIC RESEARCH TEMPLATE

Conduct Internet research to answer the following questions and brainstorm how your infographic will look.

1. How is a shoe manufactured?
2. What employee in the manufacturing industry will you feature in the infographic? What is this employee's role in the manufacturing process?
3. What happens in the manufacturing process before the featured employee is involved?
4. What happens in the manufacturing process after the featured employee is involved?
5. Provide a list of at least five elements of the manufacturing process you will incorporate into the infographic. Include a brief description of how it will look.

TOPIC 10: TRANSPORTATION, DISTRIBUTION, & LOGISTICS CAREER APPLICATION SURPRISE FAMILY REUNION PARTY ASSIGNMENT

INTRODUCTION

After students have explored the Transportation, Distribution, and Logistics career cluster, they will plan out the travel logistics for a family reunion at *Commonwealth Cascades*. Six families from five different places around the world must meet up for the surprise party they will be having on July 4th. Everyone needs to arrive by July 3rd. The surprise party is for Makayla's cousin, Jill, who has never been to this amusement park.

TIME

One or two 45-minute class periods

OBJECTIVES

1. The student will research methods of transportation for an event.
2. The student will coordinate multiple travel plans for a single event.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Communication
- Collaboration

MATERIALS/RESOURCES

- Surprise Family Reunion Checklist

PROCEDURE

1. Explain to students that they are responsible to arranging and coordinating the transportation details for a surprise family reunion for Makayla's cousin Jill. This will require planning transportation for multiple families and delivery of her birthday present.
2. To accomplish this task, students will be placed in groups of two or three students.

These groups will research details of all transportation needs and will fill these details in on the Travel Planning Worksheet.

3. For this activity, students will need to utilize multiple travel planning sites (driving directions and estimated time of arrival, flight reservations, train reservations, and delivery services). The teacher should take time to show examples of these types of sites and how to use them to answer the questions in the Travel Planning Worksheet.
4. Assign students to groups of two or three individuals to begin completing the Travel Planning Worksheet.
5. As an optional addition to the assignment, the teacher could require students to print copies of each travel arrangement and submit along with the Travel Planning Worksheet.

Surprise Family Reunion Party

Travel Planning Worksheet

Makayla's cousin, Jill, is traveling to the United States with her family to celebrate her birthday. They plan on visiting Commonwealth Cascades, which is located in Albemarle County, Virginia near Charlottesville. You have been asked to make all of the arrangements for a surprise family reunion as part of her birthday celebration. The Travel Planning Worksheet below will help you in making all of the arrangements for Jill's surprise family reunion. The total travel time and cost per person will help everyone plan ahead for the trip to Charlottesville and for the surprise. Record your calculations below each scenario.

Travel Planning Worksheet

Scenario 1: Jill's family lives in London England. Plan their flight to Charlottesville. What is their total travel time and cost per person?

- Calculated Travel Time:
- Cost Per Person: \$

Scenario 2: Makayla lives in Bristol, Virginia. Driving is the most cost effective way for her family to get to Charlottesville. Plan their route and find their total travel time and cost per person.

- Calculated Travel Time:
- Cost Per Person (Use 20 cents per mile for one person): \$

Scenario 3: Jill's aunt and uncle, the Meyers, live in Chicago, IL. Her aunt has a fear of flying and prefers to travel by train. Plan their train trip to Charlottesville and determine their total travel time and cost per person.

- Calculated Travel Time:
- Cost Per Person: \$

Scenario 4: The family has ordered a special handcrafted gift for Jill from an artisan in Palm Springs, CA (zip code 92264). How long will shipping it by standard ground delivery take to arrive in Charlottesville, VA (zip code 22903)?

- Calculated Travel Time:

Scenario 5: Jill's grandmother lives in Norfolk, VA and does not feel comfortable traveling long distances by herself. Her younger brother is flying into Norfolk from Tampa, FL and then will drive her to Charlottesville in her car. Plan his airfare from Tampa to Norfolk.

- Calculated Travel Time:
- Cost Per Person: \$

Scenario 6: Plan their drive from Norfolk to Charlottesville.

- Calculated Travel Time:
- Cost Per Person (Use 20 cents per mile for one person): \$

TOPIC 11: AGRICULTURE, FOOD, & NATURAL RESOURCES APPLICATION SERVING YOUR COMMUNITY ASSIGNMENT

INTRODUCTION

After students have explored the Agriculture, Food, and Natural Resources Career Cluster, this application assignment provides them with an opportunity to serve their community through a work-based learning (WBL) activity like job shadowing or community service. Students will first identify ways having a job in this career cluster helps the community. Next, they will brainstorm local nonprofits and businesses associated with agriculture, food, and/or natural resources. Each student will then select an organization in which he/she will have a job shadowing or volunteer experience outside of the classroom. Finally, students will reflect on their experiences.

TIME

One Individual 45 Minute Class Period (minimum); and
One Individual 3 Hour Volunteering/Job Shadowing Session (approximate)

OBJECTIVES

1. The student will identify different types of WBL opportunities.
2. The student will connect the world of work with his/her responsibilities as a community member by volunteering or gaining workplace skills via job shadowing.
3. The student will explain the benefits and responsibilities of being part of civic organizations.
4. The student will exhibit the ability to work as a member of a team.
5. The student will examine how his/her skills, interests, talents, and values can enhance the mission of an organization.
6. The student will show a positive work ethic and integrity by volunteering or job shadowing.
7. The student will display healthy behaviors and safety skills based on an organization's regulations.
8. The student will demonstrate customer-service skills as they work with clients.
9. The student will exhibit effective speaking and listening skills by communicating with clients and employees in a professional manner.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Collaboration
- Communication
- Citizenship

MATERIALS/RESOURCES

- Serving Your Community Checklist
- Actions in the Field Guidelines
- Serving Your Community Reflection

PROCEDURE

DAY ONE

1. Ask students to identify the various types of WBL experiences. Next, ask students to identify the difference between working and volunteering at a company. Then, question students as to whether you can contribute to your community through a job as well as through volunteer work. Have them elaborate on the ways both actions can support their local community. Then, explain that for this assignment, students will choose an organization in which they will either complete a job shadowing experience or do volunteer work.
2. Invite students to create a collective list of local businesses and charities that are part of agriculture, food, and/or natural resources. Students should then select which organization they would like to support through volunteer work or job shadowing. Students who are volunteering may do their work either individually or as a group; students who are job shadowing may need to do their work individually, but can check with the company to see how many professionals are willing to participate.
3. Discuss big-picture thinking and why it is important to organizations. Ask students to identify the mission of the organization they have selected for their WBL experience.
4. Review the Serving Your Community Checklist (attached) so students understand how they will be assessed. Also, provide them with the Actions in the Field Guidelines (attached) so they know what to look out for and complete while in the field.

5. Help students contact their chosen organizations to discover available needs, opportunities, and possible dates, and/or have parents and guardians support this process.
6. Review with students the importance of professionalism (i.e. punctuality, communication, listening, following directions, cooperating, dressing appropriately for the workplace, healthy behaviors, and safety skills) while participating in this opportunity.

A DAY IN THE FIELD

1. Students will participate in a job shadowing experience or volunteer work during an established date and time. If you decide to set up a whole class experience, then help provide students with transportation. You may also choose to join in with the class.
2. Have students complete the Serving Your Community Reflection (attached).

SERVING YOUR COMMUNITY CHECKLIST

Your volunteering or job shadowing experience should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Participated in a job WBL experience for at least three hours.
Yes or No	Had conversations with at least two employees and/or clients to obtain information about the career and those being served by the company.
Yes or No	Displayed positive self-representation and professionalism.
Yes or No	Completed all tasks listed in the Actions in the Field Guidelines.
Yes or No	Completed the reflection in a thoughtful manner.
Yes of No	Completed the reflection with no grammar, spelling, or punctuation errors.

ACTIONS IN THE FIELD GUIDELINES

Your Name:

You should accomplish all of the following tasks before and during your job shadowing or volunteer experience. Be sure to fill in your notes and thoughts about each item.

Tasks to Complete before your WBL experience

Completed?	Task	Notes and Thoughts
Yes or No	Contacted an organization or employee via phone call, email, or in person to identify ways to volunteer or job shadow.	<i>Record your notes in this space:</i>
Yes or No	Set a date and time to work at an organization prior to showing up.	<i>Record your notes in this space:</i>
Yes or No	Gained an understanding of the organization's mission.	<i>Record your notes in this space:</i>

Tasks to complete during your WBL experience

Completed?	Task	Notes and Thoughts
Yes or No	Participated for at least three hours.	<i>Record your notes in this space:</i>
Yes or No	Stayed on task.	<i>Record your notes in this space:</i>
Yes or No	Adhered to health and safety standards set by the organization.	<i>Record your notes in this space:</i>
Yes or No	Acted in a professional manner.	<i>Record your notes in this space:</i>
Yes or No	Wore appropriate clothing.	<i>Record your notes in this space:</i>
Yes or No	Had at least two conversations with a client, staff member, or volunteer not previously known.	<i>Record your notes in this space:</i>
Yes or No	Discovered the type of education or training required to work for the organization.	<i>Record your notes in this space:</i>

SERVING YOUR COMMUNITY REFLECTION

Your Name:

In three-to-five sentences each, answer the following questions about your job shadowing or volunteer experience.

1. What is the most memorable part of your time in the field? Explain.
2. Describe a conversation you had with a client, employee, or other volunteer. What did you learn from that person that surprised you? How did this conversation compare to one you would typically have with friends, family, or a classmate?
3. How did your skills, interests, talents, or values contribute to the organization?
4. How does this organization help the community or community members?
5. Why is it important to be part of a civic organization?

TOPIC 12: HEALTH SCIENCE CAREER APPLICATION

MIDDLE PAGES – MAGAZINE ARTICLE ASSIGNMENT

INTRODUCTION

After students have explored the Health Science career cluster, they will write a magazine article intended to convince other middle school students to consider a career in the Health Science career cluster. To gather information for the article, students will research careers in the Health Science career cluster to include a variety of jobs, levels of required education, and anticipated income. The article should be between 300 and 500 words in length and should reflect proper grammar, spelling, and punctuation.

TIME

Two 45-minute class periods

OBJECTIVES

1. The student will research jobs in the Health Science career cluster and demonstrate information-literacy skills.
2. The student will write a persuasive article that encourages students to consider careers in Health Services.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Communication

MATERIALS/RESOURCES

- Virginia Department of Education, [Career and Technical Education, Career Clusters, Health Science web page](http://www.doe.virginia.gov/instruction/career_technical/career_clusters/health_science/index.shtml) - http://www.doe.virginia.gov/instruction/career_technical/career_clusters/health_science/index.shtml
- Magazine Article Checklist

PROCEDURE

DAY ONE & DAY TWO

1. Explain to students that, for this assignment, they are writers for *Middle Pages*, a magazine designed for middle school students. Their current assignment is to write a 300 – 500 word article that tells other middle school students about the wide variety of jobs available in the Health Science career cluster. The article should give examples of different types of jobs available and the levels of education necessary and anticipated income for those examples. The purpose of the article is to inform and to generate interest in Health Science careers, so students should include information that they think will draw other middle school students to consider this career cluster. Because this is an article intended for publication, it should be free of spelling, punctuation, and grammar errors.
2. Explain to students that they can use [eMediaVASM](https://emediava.org/) (<https://emediava.org/>) and the Virginia Department of Education links provided in the Materials/Resources area of this document or other sources they find to research the topic. They should also use the Magazine Article Checklist below to guide their writing and insure that they meet all of the criteria.
3. Review the importance of using good information-literacy skills in their research so that credible and reliable sources are utilized.
4. Provide students time in class to conduct research and create a rough draft of their article. Assign the completion of this writing assignment as homework, giving students a due date.

MAGAZINE ARTICLE CHECKLIST

For this assignment, you are a writer for *Middle Pages*, a magazine designed for middle school students. Your current assignment is to write a 300 – 500 word article that tells other middle school students about the wide variety of jobs available in the Health Science career cluster. The article should give examples of different types of jobs available and the levels of education necessary and anticipated income for those examples. The purpose of the article is to inform and to generate interest in Health Science careers, so you should include information that you think will draw other middle school students to consider this career cluster. Give the article a title that makes students want to read the article. Because this is an article intended for publication, it should be free of spelling, punctuation, and grammatical errors.

Magazine Article Checklist

Your magazine article should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	The article includes information on at least three different jobs in the Health Science career cluster.
Yes or No	Information in the article is accurate.
Yes or No	Each example given has information on required level of education and anticipated salary.
Yes or No	The article includes facts or information that might draw middle school students to this career cluster.
Yes or No	The article is between 300 and 500 words in length.
Yes or No	The title draws the reader into the article.
Yes or No	There are no spelling, punctuation, or grammatical errors in the article.

TOPIC 13: EDUCATION AND TRAINING APPLICATION

TRAIN YOUR CLASSMATES ASSIGNMENT

INTRODUCTION

After students have explored the Education and Training Career Cluster, this application assignment provides them with an opportunity to teach or train their classmates. Students will first review skills needed to succeed as an educator or trainer. They will then collaborate with a group to decide on a topic and have it approved by their teacher. Next, students will develop a lesson or training session and present it to the rest of the class. As part of the assignment, students will provide critiques on each group's presentation.

TIME

Two Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The student will demonstrate teamwork skills by collaborating with classmates to create and implement a lesson or training.
2. The student will practice speaking and active listening skills as a presenter and audience member.
3. The student will provide constructive praise and criticism about classmates' lessons or training sessions.
4. The student will respond to constructive feedback given by classmates about their lesson or training session.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Collaboration
- Communication

MATERIALS/RESOURCES

- Train Your Classmates Template
- Train Your Classmates Checklist
- Presentation Critiques Tracker

PROCEDURE

DAY ONE

1. As a whole class, review skills that are needed to be successful with a career in the Education and Training Career Cluster. Have students provide specific examples of when professionals need to use each skill.
2. Ask students to narrow these skills down further by describing what strategies they have found effective when someone was teaching or training them. Ask students what strategies they found less effective. Have students justify their ideas.
3. Explain to students that they will be divided into groups of three-to-five classmates to develop a lesson or training on any subject they want (with teacher approval). Ideas for this project might include how to make a sandwich, use a piece of software, use a mobile device, make a post on social media, etc. Elaborate that the lesson or training should be something a student would find useful and interesting. The lesson or training should last between five and eight minutes, include at least two graphics, and every group member should have a speaking role. Students will also be giving and receiving constructive praise and criticism on each other's lesson or training. Review the Train Your Classmates Checklist (attached) so students understand how they will be assessed.
4. Split the classroom into groups of three-to-five members, and hand out the Train Your Classmates Template. Use the remainder of the class period for group collaboration that will result in a completed Train Your Classmates Template and a developed presentation.
5. Groups that need additional time developing their lesson or training should meet outside of this class period to finish.

TRAINING DAY

1. Welcome students to Training Day. Explain that after each group leads their lesson or training, classmates will have two minutes to think of a constructive positive critique and a constructive suggestion about the presentation. Students should record critiques in the first section of the Presentation Critiques Tracker (attached).
2. Collect the Presentation Critiques Trackers.
3. Organize students' critiques by group. Then, have each group get back together and read their presentation critiques. Ask students to individually complete the second portion of the Presentation Critiques Tracker and the Reflection

TRAIN YOUR CLASSMATES CHECKLIST

Your training and critique tracker should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	The lesson/training lasted between five and eight minutes.
Yes or No	The lesson/training contained a clear message.
Yes or No	The lesson/training included at least two graphics.
Yes or No	The student displayed active listening during classmates' presentations.
Yes or No	The student gave constructive critiques about classmates' presentations.
Yes or No	The student positively contributed to the group during planning.

TRAIN YOUR CLASSMATES TEMPLATE

SUBJECT OF TRAINING OR LESSON:

Your Name:

Group Members' Names:

Step Number 1

Step-by-Step Description of the Lesson/Training:

Name of Group Member Presenting Each Step:

Step Number 2

Step-by-Step Description of the Lesson/Training:

Name of Group Member Presenting Each Step:

Step Number 3

Step-by-Step Description of the Lesson/Training:

Name of Group Member Presenting Each Step:

Step Number 4

Step-by-Step Description of the Lesson/Training:

Name of Group Member Presenting Each Step:

Step Number 5

Step-by-Step Description of the Lesson/Training:

Name of Group Member Presenting Each Step:

PRESENTATION CRITIQUES TRACKER

Your Name:

YOUR CRITIQUES FOR OTHER GROUPS:

Critique 1

Subject of Lesson Training:

Group Member Names:

Constructive Positive Critiques:

Constructive Suggestion Critiques:

Critique 2

Subject of Lesson Training:

Group Member Names:

Constructive Positive Critiques:

Constructive Suggestion Critiques:

Critique 3

Subject of Lesson Training:

Group Member Names:

Constructive Positive Critiques:

Constructive Suggestion Critiques:

Critique 4

Subject of Lesson Training:

Group Member Names:

Constructive Positive Critiques:

Constructive Suggestion Critiques:

Critique 5

Subject of Lesson Training:

Group Member Names:

Constructive Positive Critiques:

Constructive Suggestion Critiques:

CRITIQUES GIVEN TO YOUR GROUP:

1. Describe the importance of using active listening skills.
2. What is one positive critique your group was given that stood out to you? Describe how you reacted to this critique.
3. What is one constructive critique your group was given that stood out to you? Describe how you reacted to this critique.
4. How can you apply this feedback in the future?
5. Describe the importance of inviting and responding to constructive feedback.

REFLECTION

Review the questions below and answer them individually.

1. In your own words, describe some education and career terms and concepts. Which of these skills did you use during your group's presentation?
2. Explain the relationship between education/training and careers.
3. How might you use the skills of an educator/trainer in other career clusters?

TOPIC 14: HUMAN SERVICES APPLICATION STARTING A STUDENT CLUB ASSIGNMENT

INTRODUCTION

After students have explored the Human Services Career Cluster, this application assignment provides them with the opportunity to create a proposal requesting their Principal's approval for them establishing a new school club that relates to a career/topic in this career cluster. Prior to starting this lesson, require students to attend a school club activity. First, students will work in teams to brainstorm details about the club based on prompts. Then, students will individually compose a professional letter to the Principal regarding establishing a new school club. Students will read a partner's letter, and provide a constructive critique. Based on the peer review, students will revise their letters. Finally, each group will vote on one letter to submit to the Principal.

TIME

Two Individual 20 Minute Class Periods; and One Individual 45 Minute Class Period (minimum)

OBJECTIVES

1. The student will participate in a student organization.
2. The student will identify the benefits of participating in a student club and then determine one to start in his/her school.
3. The student will establish the purpose and goals of a new student club.
4. The student will reflect on how his/her leadership, skills, interests, talents, and values have positively impacted student organizations.
5. The student will digitally compose a professional letter to his/her Principal proposing a new school club be established.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Collaboration
- Communication
- Citizenship

MATERIALS/RESOURCES

- Starting a Student Club Checklist
- Club Prompts
- Peer Review Guidelines
- Chart paper
- Markers (or other writing utensils)
- Timer

PROCEDURE

Prior to starting the steps below, require students to attend a student organization activity like a meeting, program, or project so that they have some background experience with such opportunities.

DAY ONE

1. Explain to students that for this assignment, they will be writing a proposal to the Principal requesting permission to start a new school club related to the Human Services Career Cluster. Have students recall their experiences with student organizations. Elaborate that while each person will write their own professional letter, they will prepare it by working in teams.
2. Divide students into teams. Give each team Club Prompts (attached), chart paper, and markers. Tell students that this collaborative exercise will help them brainstorm the type of student club they want to start, as well as establish its importance. Elaborate that you will give them ten minutes to write down their group's responses to each prompt on the chart paper.
3. Time students for ten minutes as they respond to each prompt.
4. Tell students that for homework, they should use a word processing program to individually compose a letter to their Principal. The letter should sound professional, and incorporate the ideas brainstormed by their team. Explain that this proposal is a rough draft.
5. Review the Starting a Club Checklist (attached) so students understand how they will be assessed.

DAY TWO

1. Have students select a partner who was not on their team the previous day. Explain that for this part of the assignment, they are going to provide constructive feedback to each other about their letter. Go over the Peer Review Guidelines (attached) so students will

understand what to look for as they read their peer's letter.

2. Allow students to complete the peer reviews.
3. Ask students to revise their letters for homework.

DAY THREE

1. Place students back into their teams from Day 1. Ask students to verbally read their final draft to the team.
2. Ask students to vote on the student club proposal they would like to submit to the Principal.
3. The student whose letter is chosen from each group should email the principal the professional proposal, and share the Principal's feedback/response with the whole class once it is returned. If students want to move forward with creating the new student club, provide any necessary support.

STARTING A STUDENT CLUB CHECKLIST

Your student club proposal should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Developed a proposal for a club that supports the Human Services Career Cluster.
Yes or No	Included the name of the student club.
Yes or No	Included the purposes and goals of the student club.
Yes or No	Explained the benefits of membership.
Yes or No	Explained the responsibilities of club members.
Yes or No	Explained what past leadership experiences (such as participation in other club activities) make you a good fit to lead this initiative.
Yes or No	Conveyed how your skills, interests, talents, and values would prove an asset to the student club.
Yes or No	Had a passionate tone.
Yes or No	Incorporated the revisions suggested through the peer review when appropriate.
Yes or No	Had no grammar, spelling, or punctuation errors.

CLUB PROMPTS

Jot down as many ideas as possible for each prompt. You will have ten minutes to respond, and every group member should participate simultaneously.

Prompts

1. What aspects of the Human Services Career Cluster could your club support?
2. What are possible goals of the student club?
3. What might members of the student club do?
4. Why would students want to join the club?
5. What names should you consider for the student club?

PEER REVIEW GUIDELINES

Your Name:

Your Partner's Name:

Guidelines for Reviewing Your Peer's Work

To complete the review of your partner's work, follow the steps below:

1. Ask your partner if there is anything he/she wants you to look for.
2. Read your partner's draft.
3. Share your thoughts about what your partner asked you to look for.
4. Allow your partner to ask you questions about his/her draft (as listed in the next section of the Peer Review Guidelines).
5. Revise your draft based on suggestions you feel are necessary.

Guidelines for Receiving Feedback on Your Work

After your partner has reviewed your draft, follow the steps below:

1. Listen to your partner's thoughts about what you asked him/her to look for.
2. Ask your partner the following questions about your draft. Write your responses in the space provided beneath each question:
 - a. Do the opening lines of my draft make you interested in reading more? IF not, how might I improve it?
 - Record Response/Suggestion(s):
 - b. Do you think I need more information anywhere? Or is there a spot where I need to be more specific? Where?
 - Record Response/Suggestion(s):
 - c. Do you get confused while reading my draft? If so, where?
 - Record Response/Suggestion(s):
 - d. Do I share too many details in my draft? If so, where?

- Record Response/Suggestion(s):
 - e. Are the sentences and paragraphs in my draft in a good order? If not, what should I move around? Why?
 - Record Response/Suggestion(s):
 - f. Does my letter end well? If not, how can I make a stronger conclusion?
 - Record Response/Suggestion(s):
3. Revise your draft based which suggestions you feel will improve the letter.

TOPIC 15: INFORMATION TECHNOLOGIES APPLICATION ELEVATOR PITCH ASSIGNMENT

INTRODUCTION

After students have explored the Information Technologies Career Cluster, this application assignment provides them with an opportunity to participate in a scenario where classmates act as senior managers for a company that is at high risk for a security breach. Students will work with a partner to research new technological innovations that may help this company and then develop an elevator pitch to convince their peers that the innovation has value to the company. Students posing as senior managers will evaluate the elevator pitch and associated technological innovation.

TIME

Two Individual 45 Minute Class Periods (minimum)

OBJECTIVES

1. The student will collaborate with a peer to research technological innovations that help secure private information.
2. The student will demonstrate used of information-literacy skills through research.
3. The student will identify privacy policy issues in the workplace and its relation to online communications.
4. The student will demonstrate digital communication etiquette.
5. The student will demonstrate respect for diversity.
6. The student will display public speaking skills by presenting an elevator pitch to his or her classmates.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Creative thinking
- Collaboration
- Communication
- Citizenship

MATERIALS/RESOURCES

- Elevator Pitch Checklist

- Elevator Pitch Template
- Elevator Pitches Evaluation Form

PROCEDURE

DAY ONE

1. As a whole class, ask students to describe why companies should protect the privacy of their employees and clients. Then, ask students to explain what types of habits help protect online privacy.
2. Tell students that an elevator pitch is a prepared speech that people give to explain something like what an organization does, or why a product or innovation is important. Elevator pitches are meant to be persuasive or spark interest. They are quick - between twenty and thirty seconds long. Explain to students that for this assignment, they are going to participate in a scenario. Specifically, students will develop an elevator pitch to persuade a group of senior managers (their classmates) that a technological innovation of their choosing will help increase the company's security. Students should also be aware of the diversity of their audience and ways in which their message could be received.
3. Elaborate that before students can develop the elevator pitch and present it to the senior managers, they will work with a partner to conduct Internet research on technological innovations related to one of the below topics; and then select one related technological innovation for the subject of their elevator pitch.
 - Cyber security
 - Digital/Internet safety
 - Digital communications
 - Privacy issues related to online communication media
 - A topic of their choice (approved by the teacher)
4. After giving students a chance to ask questions, review the Elevator Pitch Checklist (attached) so students understand how they will be assessed.
5. Give students the Elevator Pitch Template (attached), and tell them to answer each question with their partner based on what they find by researching their chosen innovation. Remind students that while they are not in an office, it is important to still demonstrate digital communication etiquette because peers will be working alongside them, much like colleagues will be in the future.

6. Review the importance of using good information-literacy skills in their research so that credible and reliable sources are utilized. Allow students to begin working with their partner by researching, selecting an innovation, and developing their elevator pitch.

DAY TWO

1. Explain to students that they will present their elevator pitches to the company's senior managers (the class), trying to persuade the group that their technological innovation will help secure the business, its employees, and/or its clients. Provide students with the Elevator Pitch Evaluation form, pointing out that they should fill out every column for each group's elevator pitch. Remind students that they need to be aware of the diversity represented in their audience when delivering their elevator pitches.
2. Ask students to complete the final reflection on the Elevator Pitches Evaluation Form.

ELEVATOR PITCH CHECKLIST

Your elevator pitch should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	Explained what could happen to the company if employees or an outsider misused online communication media (e.g., social networking sites, email, search engines, or database profiles).
Yes or No	Named the technological innovation and included a well-researched description of it.
Yes or No	Included at least three ways the chosen technological innovation could add value to the company.
Yes or No	Included at least one way the technological innovation could add value to the community.
Yes or No	Demonstrated sensitivity to a diverse audience.
Yes or No	Lasted between 20-30 seconds.
Yes or No	Spoke clearly, confidently, and without grammatical errors.
Yes or No	Thoughtfully completed the Elevator Pitches Evaluation Form, including the final reflection question.

ELEVATOR PITCH TEMPLATE

Your Name:

Your Partner's Name:

SCENARIO

The company you work for, *Movers and Shakers*, needs to find a new technological innovation to increase the security of its employees, clients, and/or the business as a whole. As one of the senior managers, you and a partner will select a technological innovation you feel will sufficiently help the company in one of the following areas:

- Cyber security
- Digital/Internet safety
- Digital communications
- Privacy issues related to online communication media
- An IT topic of your choosing (with teacher approval)

Then, you and your partner will develop a 20-30 second elevator pitch to present to other senior managers at the company. Your peers will assess whether the innovation would add value to *Movers and Shakers*.

RESEARCH

Conduct Internet research to answer the following questions:

1. What is the name of the innovation?
2. Describe the innovation in two-to-three sentences.
3. How might this innovation add value to *Movers and Shakers*?
4. How might this innovation add value to the community?

ELEVATOR PITCHES EVALUATION FORM

Your Name:

As you listen to each group's elevator pitch, answer the questions below for each group.

Group 1

Group Member Names:

Innovation Name:

Effectiveness of Elevator Pitch on a Scale of 1 (low) to 10 (high):

How can the innovation help the company?

How can the innovation help the community?

Would you endorse the innovation (yes or no)?

Group 2

Group Member Names:

Innovation Name:

Effectiveness of Elevator Pitch on a Scale of 1 (low) to 10 (high):

How can the innovation help the company?

How can the innovation help the community?

Would you endorse the innovation (yes or no)?

Group 3

Group Member Names:

Innovation Name:

Effectiveness of Elevator Pitch on a Scale of 1 (low) to 10 (high):

How can the innovation help the company?

How can the innovation help the community?

Would you endorse the innovation (yes or no)?

Group 4

Group Member Names:

Innovation Name:

Effectiveness of Elevator Pitch on a Scale of 1 (low) to 10 (high):

How can the innovation help the company?

How can the innovation help the community?

Would you endorse the innovation (yes or no)?

Group 5

Group Member Names:

Innovation Name:

Effectiveness of Elevator Pitch on a Scale of 1 (low) to 10 (high):

How can the innovation help the company?

How can the innovation help the community?

Would you endorse the innovation (yes or no)?

REFLECTION

In your opinion, which one innovation would best help the security issues at *Movers and Shakers*? Explain.

TOPIC 16: BUSINESS MANAGEMENT & ADMINISTRATION APPLICATION CLUB MEETING ASSIGNMENT

INTRODUCTION

After students have explored the Business Management and Administration Career Cluster, this application assignment provides them with an opportunity to learn more about individual pathways by attending a club meeting relevant to the field. Students will first brainstorm applicable school or community clubs, and then collaborate with classmates to determine questions they have about the field which they hope to get answered at the meeting. Next, students will attend a club meeting. Finally, they will weigh whether this experience makes them more or less likely to pursue a job in this career cluster.

TIME

One Individual 45 Minute and One Individual 25 Minute Class Period (minimum)

One Individual 45-60 Minute Club Meeting (estimate)

OBJECTIVES

1. The student will understand how education, workplace skills, and interest impact an individual's career choice by attending a club meeting in the career cluster.
2. The student will practice communication skills by writing a script for a professional phone call or email.
3. The student will explain the benefits of being a member in a student organization by reflecting on their experience at a club meeting.
4. The student will make community connections and develop communication skills by associating with individuals interested or involved in this career cluster.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Critical thinking
- Collaboration
- Communication

MATERIALS/RESOURCES

- Club Meeting Checklist
- Club Insights Template

PROCEDURE

DAY ONE

1. Using the discussion feature in your school's Learning Management System or a face-to-face discussion with the whole class, have students brainstorm school or community clubs related to the Business Management and Administration Career Cluster. Ideas may include DECA and FBLA. Be sure to have students communicate what they already know about the club and how it is related to the five associated pathways.
2. Explain to students that for this assignment, they will each select one of the clubs identified in the previous discussion, and attend a club meeting. Review the Club Meeting Checklist (attached) so students can understand how they will be assessed.
3. Provide students with the Club Insights Template, and have them form collaborative groups with classmates who will be attending the same club meeting. Explain to each group that they should determine five questions they have about the Business Management and Administration Career Cluster. Elaborate that they will find answers to these questions when they go to the club meeting. Ask students to record their group's questions in Part I of the Club Insights Template.

DAY TWO

1. Once students have attended the club meeting, ask them to complete Part II of the Club Insights Template.
2. Finally, develop a T-Chart with the whole class whereby students discuss the positives and negatives of pursuing a career in a pathway or particular job related to the Business Management and Administration Career Cluster.

CLUB MEETING CHECKLIST

Your club meeting experience should include all of the criteria listed below to receive full credit.

Included?	Item
Yes or No	The five questions developed are thoughtful and relevant to the Business Management and Administration Career Cluster.
Yes or No	Answers to the questions demonstrated that active listening and/or participation took place at the club meeting.
Yes or No	The student effectively collaborated with his/her group to develop a script or email for contacting a club advisor/leader.
Yes or No	The script or email contained no grammar, spelling, or punctuation errors.
Yes or No	The reflection appropriately discussed the likelihood of pursuing a future career in the Business Management and Administration Career Cluster.

CLUB INSIGHTS TEMPLATE

Your Name:

Group Members' Names:

Name of the Club You Will Focus On:

PART I: QUESTIONS AND ANSWERS

With your group, develop five questions you have about the Business Management and Administration Career Cluster that you want to find answers to when you attend a club meeting. Provide answers to the questions after you attend the meeting.

Question 1 about the Career Cluster:

Answer based on what you learned at the Club Meeting:

Question 2 about the Career Cluster:

Answer based on what you learned at the Club Meeting:

Question 3 about the Career Cluster:

Answer based on what you learned at the Club Meeting:

Question 4 about the Career Cluster:

Answer based on what you learned at the Club Meeting:

Question 5 about the Career Cluster:

Answer based on what you learned at the Club Meeting:

PART II: REFLECTION

Did attending the club meeting make you feel more or less likely to pursue a career in the Business Administration Career Cluster? Why?

CULMINATING EXPERIENCE APPLICATION SCHOOL COUNSELOR MEETING ASSIGNMENT

INTRODUCTION

After students have explored all 16 career clusters through Commonwealth Cascades, they should have a meeting with their assigned school counselor to generate their Academic and Career Plan. This assignment will guide students through some activities to help them engage in a face-to-face meeting with their School Counselor and potentially their parent(s)/guardian(s).

TIME

One to Two Individual 45 Minute Class Periods

One Individual 20-30 Minute School Counselor Meeting (estimate)

OBJECTIVES

1. The student will relate her/his skills, interests, talents, and values to a career.
2. The student will determine the most critical knowledge, skills, and abilities needed in today's workplace.
3. The student will complete a career interest assessment.
4. The student will identify short-term and long-term goals.
5. The student will research options associated with courses in their school division and regional centers related to career interests.
6. The student will apply a decision-making process to course options.
7. The student will review the academic and career plan portfolio.
8. The student will create or review an academic and career plan.

PROFILE OF A VIRGINIA GRADUATE SKILLS AND ATTRIBUTES

- Citizenship
- Collaboration
- Communication
- Critical thinking

MATERIALS/RESOURCES

- Academic and Career Plan Preparation Template
- Career Interest Assessment
- Access to the MSCI Content and Internet Resources

- Highlighters

PROCEDURE

DAY ONE – DAY TWO

1. Inform students that they will be having a face-to-face session with their assigned School Counselor and their parent(s)/guardian(s) to create their Academic and Career Plan. This plan will include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. For the next couple of days, students should be given the opportunity to complete the Academic and Career Plan Preparation Template (attached).
2. In order for students to complete the Academic and Career Plan Preparation Template, they will need to have access to the MSCI content and or various other Internet resources such as:
 - [Virginia Education Wizard](https://www.vawizard.org/wizard/home): (https://www.vawizard.org/wizard/home) - Students are able to explore different careers, complete skills/interest assessments and learn more about local colleges and universities.
 - [Career Planning Guide](http://www.cteresource.org/cpg/) (http://www.cteresource.org/cpg/) - Students are able to research careers broken down by career clusters.
 - *Career Interest Assessment*
3. Collect the completed Academic and Career Plan Preparation Templates. Give the completed forms to the students' School Counselors to be used for student reference during the Academic and Career Plan conferences.

Section	Your Personal Information
	<p>Take some time to explore the career clusters that interest you using the content in <i>Commonwealth Cascades</i>, or other resources provided. List the career clusters that you like.</p> <ul style="list-style-type: none"> • <p><i>Highlight the items you listed in step 1 that you believe will add value to a career.</i></p>
3. Goals	<p>What are your short-term goals?</p> <ul style="list-style-type: none"> • <p>What are your long-term goals?</p> <ul style="list-style-type: none"> •
4. Courses	<p>Research options associated with courses in your school division and regional center that relate to your career interests. List the opportunities here.</p> <ul style="list-style-type: none"> • <p><i>Highlight the courses in your list that most appeal to you.</i></p>
5. Academic and Career Plan	<p>Review your academic and career plan portfolio. Use the information from this chart to create or review your Academic and Career Plan with your School Counselor and your parent(s)/guardian(s).</p>