

# Career Education Teacher Activity Packet

## Denton ISD Mission Statement:

*Empowering lifelong learners to be engaged citizens  
who positively impact their local and global community.*

*Adopted by the DISD Board of Trustees on March 19, 2013*

### Introduction:

College and Career Readiness for all students starting in pre-kindergarten and continuing throughout the educational process is a necessity in this ever changing world. The focus for the career education program is to involve all professional educators in the career education process of DISD students, partner with the community/business sector, and increase family involvement.

### DISD Elementary Liaison for Career Guidance Contact Information:

Jeanie Bragg, Lead Career Counselor, GHS (940) 369-1033, [jbragg@dentonisd.org](mailto:jbragg@dentonisd.org)

### Our Challenge:

In order to meet the challenges of the 21<sup>st</sup> century, we as educators must be proactive rather than reactive. Our students must have the preparation needed in order to be competitive within the highly technical global economy.

### How can we meet these challenges?

For many years DISD teachers have addressed the curriculum alignment of the Texas Essential Knowledge and Skills within the district. Fortunately, this has included the integration of career education into the DISD curriculum. In addition, the Career Guidance Department is providing this career education teacher resource information, including activities that are TEKS based. The Social Studies Spiraling TEKS that support Career Readiness and the TEKS as sequenced in Eduphoria/Forethought are also addressed. As educators we know that all learning experiences and education has a direct relationship to college and career preparedness. "College and Career Readiness" is vital to each student's transition from school to careers. Integration of career activities within all subject areas in the already established curriculum throughout the year is optimum. Therefore, making relevant connections between learning and life experiences is vital in each child's education.

## Achieve Texas and The Federal Career Clusters

### What is Achieve Texas?

**Achieve Texas** is an educational initiative designed to prepare all students for a lifetime of success. It allows **ALL** students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

**Achieve Texas** is a system designed to help students (and their parents) make wise educational choices. It is based on the belief that the curricula of the 21<sup>st</sup> century should combine **rigorous** academics with **relevant** career education. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

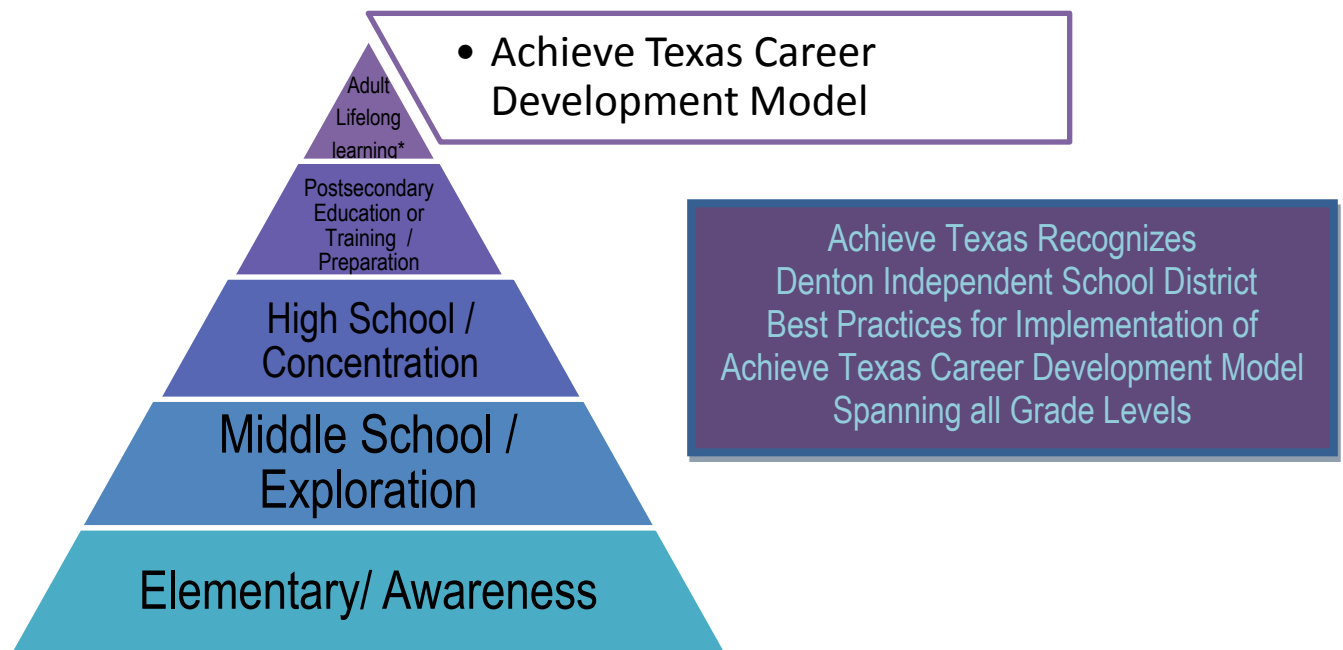
This initiative uses the sixteen federally defined Career Clusters in the States' Career Clusters initiative [www.careerclusters.org](http://www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities.

The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Career Pathway programs of study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student's interest or career goal.

### Goals of AchieveTexas:

- Career Clusters and Career Pathways are an integral part of the Texas education system.
- Every student prepares a personalized graduation plan in middle school to plan for grades 9–16 and beyond. The student chooses a Career Cluster and Pathway to guide his or her learning in the context of personal career interests. Plans are evaluated and updated annually.
- Clusters span all grades (P–16). Career awareness begins in elementary school and transitions into career exploration in middle school. Career concentrations in high school help students transition into career preparation in postsecondary. All participants experience career advancement in employment.
- The education system is seamless between high school and postsecondary institutions. Students have opportunities in a Career Pathway to earn dual credit and articulated credit that flows seamlessly into postsecondary education or training.
- Partnerships are in place throughout the system. Partnerships are established statewide and locally between business and education. Educational institutions form meaningful partnerships.
- Academics are woven throughout the P–16 curriculum. There is an integration of academic and technical knowledge and skills within the curriculum. Interdisciplinary teaching takes place and academics are taught in context. Curriculum alignment occurs between secondary and postsecondary education.
- Career guidance is dramatically enhanced. All students have access to quality assessment and career information resources. Career counseling is provided with a strong emphasis on career and college readiness.
- All students take part in extended learning opportunities. Every student chooses extended learning experiences such as service learning, internships, apprenticeships, and work-based learning.
- Professional development supports the cluster system. Professional development is a critical part of the teacher's career. Schools of education train teachers for the cluster system.

Above information is located on the Achieve Texas website - <http://www.achievetexas.org/index.html>



## Federal Career Clusters:

**Sixteen Career Clusters and Their Pathways:** Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. More information on the States' Career Clusters Initiative may be obtained by visiting the following web address: [www.careerclusters.org](http://www.careerclusters.org)

### Sixteen Career Clusters and Their Pathways

#### **Agriculture, Food & Natural Resources**

Food Products and Processing Systems, Plant Systems, Animal Systems, Power, Structural & Technical Systems, Natural Resources Systems, Environmental Service Systems, Agribusiness Systems

#### **Architecture & Construction**

Design/Pre-Construction, Construction, Maintenance/Operations

#### **Arts, Audio/Video Technology & Communications**

Audio and Video Technology and Film, Printing Technology  
Visual Arts, Performing Arts, Journalism and Broadcasting  
Telecommunications

#### **Business, Management & Administration**

Management, Business Financial Management & Accounting  
Human Resources, Business Analysis, Marketing  
Administrative & Information Support

#### **Education & Training**

Administration and Administrative Support, Professional Support  
Services, Teaching/Training

#### **Finance**

Financial & Investment Planning, Business Financial Management  
Banking & Related Services, Insurance Services

#### **Government & Public Administration**

Governance, National Security Foreign Service, Planning Revenue  
and Taxation, Regulation, Public Management and Administration

#### **Health Science**

Therapeutic Services, Diagnostic Services, Health Informatics  
Support Services, Biotechnology Research and Development

#### **Hospitality & Tourism**

Restaurants and Food/Beverage Services, Lodging, Travel & Tourism  
Recreation, Amusements & Attractions

#### **Human Services**

Early Childhood Development & Services, Counseling & Mental Health  
Services, Family & Community Services, Personal Care Services  
Consumer Services

#### **Information Technology**

Network Systems, Information Support and Services, Interactive Media  
Programming and Software Development

#### **Law, Public Safety, Corrections & Security**

Correction Services, Emergency and Fire Management Services  
Security & Protective Services, Law Enforcement Services  
Legal Services

#### **Manufacturing**

Production, Manufacturing Production Process Development,  
Maintenance, Installation & Repair, Quality Assurance, Logistics &  
Inventory Control, Health, Safety and Environmental Assurance

#### **Marketing, Sales & Service**

Management and Entrepreneurship, Professional Sales and Marketing  
Buying and Merchandising, Marketing Communications and Promotion  
Marketing Information Management and Research, Distribution and  
Logistics, E-Marketing

#### **Science, Technology, Engineering & Mathematics**

Engineering and Technology, Science and Math

#### **Transportation, Distribution & Logistics**

Transportation Operations, Logistics Planning and Management Services,  
Warehousing and Distribution Center Operations, Facility and Mobile  
Equipment Maintenance, Transportation Systems/Infrastructure Planning,  
Management and Regulation, Health, Safety and Environmental  
Management Sales and Service

### Business and Industry Information

#### What Does Business And Industry Say?

##### Our future workers need . . .

- ◆ Leadership and Interpersonal Skills
- ◆ Critical Thinking / Problem Solving Skills
- ◆ Communication Skills
- ◆ Strong Academic and Technology Skills
- ◆ Personal Responsibility Skills

## **What Do Local Human Resource Directors Identify As Important Skills?**

**Personal Skills:** Positive Attitude, Willingness to Learn, Accepts Responsibility, Punctual and Dependable, Imaginative and Creative, Loyal, Industrious, Efficient, Leadership Ability and Adapts to Change Easily.

**General Skills:** Strong Academic knowledge and skills, Work in diverse groups, Ability to problem solve, Ability to work in teams, Able to meet deadlines, Communicates effectively, and Follows both written and oral directions.

**The Texas Job Hunter's Guide** states that the basic skills employers want our students to know are:

**Resources** – the ability to plan and allocate time, materials, and human resources;

**Interpersonal**- the ability to work as a team member, serve clients/customers, to train others, and to work well with people of diverse backgrounds;

**Information**– the ability to organize, interpret, and communicate information, and to use computers;

**Systems** – the ability to work with interpersonal and technological systems;

**Technology** – the ability to select, apply, and maintain technology.

### **Plus these “Foundation Skills”:**

**Basic Skills** – Reading – Writing –Mathematics – Listening -- Speaking

**Thinking Skills** – Creative Thinking – Decision Making – Problem Solving – Knowing How to Learn – Reasoning

**Personal Qualities** – Responsibility – Self-Esteem – Social – Self-Management – Integrity – Honesty.

## **Industry Trends**

**Workforce Education Level-** The U.S. workforce of 2011 and beyond will be 20% professional, 65% skilled, and 15% unskilled.

**Fastest Growing Industries-** According to the US Department of Labor the fastest growing industries up to year 2018 are Management and public relations, Miscellaneous equipment rental and leasing, Miscellaneous business services, Water and sanitation, Warehousing and storage, Personnel supply services, Cable and pay television services, Health services, Residential care, Computer and data processing services.

**Fastest Growing Occupations-** According to the US Department of Labor the fastest growing occupations up to year 2018 include Biomedical engineers, Network systems and data communications analysts, Home health aides, Personal and home care aides, Financial examiners, Medical scientists-except epidemiologists, Physician assistants, Skin care specialists, Biochemists and biophysicists, Athletic trainers, Physical therapist aides, Dental hygienists, Veterinary technologists and technicians, Dental assistants, Computer software engineers- applications, Medical assistants, Veterinarians, Self-enrichment education teachers, Compliance officers- except agriculture, construction, health and safety, and transportation, Occupational therapist aides, Environmental engineers, Pharmacy technicians, Computer software engineers- systems software, Survey researchers, Physical therapists, Personal financial advisors, Environmental engineering technicians, Occupational therapist assistants, Fitness trainers and aerobics instructors. For a complete list visit the US Department of Labor website.

**Globalization-** Global competition will increase among business and industries. Workers will be electronically connected in order to link employees and job tasks worldwide.

**Employee Education/Training-** More education means higher earnings for life. (US Dept. of Labor/Occupational Outlook Quarterly) The need for specialized skills/training resulting in a credential such as a certificate or license will increase earning power. Employees that can communicate in multiple languages will be sought after by business and industry. Employees will be expected to participate in employee-directed work-teams in order to solve company-related problems and challenges. Work methods and functions require workers to adapt continuously; therefore, life-long learning is a “must” in today's workforce.

**Multiple Careers-** Workers will have multiple careers (9-15). Employers and Employee loyalty will continue to decline. Workers will need to be managers of their own career development and retirement planning.

**Profit Controls-** Downsizing and layoffs will continue to increase in order to control the profit margin. An increase in 'outsourcing' for goods and services will cause more employees to work for fees rather than salaries. Industry will continue to increase the practice of 'off-shoring'.

## The Vital Role of Education

You hold the success of our state and nation within the walls of your classroom. The life lessons that you teach each day will live on through your students' future accomplishments. You as the teacher assist students in making the connection from education to careers. The Texas legislature has addressed the need for informing students and parents about higher education. School districts must advise elementary, middle and high school students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education and financial aid availability and requirements. For more information visit the Denton ISD website and select Counseling Services.

### Reference Web Sites:

Name	Subject	Web Address
DISD Career and Technology Education	DISD CTE Course Offerings	<a href="http://www.dentonisd.org/cte">www.dentonisd.org/cte</a>
Career Development Resources	Career Resources-Texas Workforce Commission	<a href="http://www.cdr.state.tx.us">www.cdr.state.tx.us</a>
Texas Guaranteed Tuition Plan	Texas Prepaid Tuition Program	<a href="http://www.texastomorrowfunds.org">www.texastomorrowfunds.org</a>
Monster.com	Career and Job Skills Information	<a href="http://www.monster.com">www.monster.com</a>
Learning and Earning	Learning and Earning	<a href="http://www.themint.org/">www.themint.org/</a>
Education Resources Information Clearinghouse	Educational Information	<a href="http://www.ed.gov/about/contacts/gen/othersites/eric.html">www.ed.gov/about/contacts/gen/othersites/eric.html</a>
Texas Higher Education Coordination Board	Higher Education Information	<a href="http://www.theceb.state.tx.us">www.theceb.state.tx.us</a>
US Department of Education	Financial Aid Information	<a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a>
Texas Workforce Commission	Texas Labor Market Information	<a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>
Texas Workforce Commission Tracer	Labor Market Trends	<a href="http://www.tracer2.com/">www.tracer2.com/</a>
U.S. Department of Labor	National Labor Market Information	<a href="http://www.dol.gov/">www.dol.gov/</a>
O*net	Career Information	<a href="http://www.doleta.gov/programs/onet/">www.doleta.gov/programs/onet/</a>
Achieve Texas	Career Clusters	<a href="http://www.AchieveTexas.org">www.AchieveTexas.org</a>
America's Career Resource Network (ACRN)	Career Development Information	<a href="http://www.acrnetwork.org">www.acrnetwork.org</a>
Careers and Technical Education	University of North Texas – Teacher Resources for Career Education	<a href="http://www.cte.unt.edu/">www.cte.unt.edu/</a>

## Social Development Competencies and Skills

In order to provide a comprehensive and systematic approach to assist students with obtaining personal, social, educational, and career development skills needed for success the following age appropriate competencies and indicators have been identified.

**Self-confidence Development:** Accurate self-concepts, Appreciate uniqueness, Managing feelings

**Motivation to Achieve:** Develop their own academic potential; Take advantage of the educational opportunities afforded them in elementary and secondary school, Recognize careers that will allow them to fulfill their potential, Develop their leadership skills

**Decision-making, Goal-setting, Planning, Problem-solving Skills:** Make decisions, Develop a plan of action, Set goals, Gather information, Solve problems, Manage change, Manage the transitions from one school level to the next.

**Interpersonal Effectiveness:** Respect others, Relate well with others, Maintain their personal integrity while participating in groups, Develop healthy friendships, Function effectively as group members.

**Communication Skills:** Understand basic communication skills, Express themselves, Listen to others

**Cross-cultural Effectiveness:** Appreciate their own culture, Respect others as individuals and accept them for their cultural membership, Relate effectively with others based on appreciation for differences/similarities in cultural membership

**Responsible Behavior:** Behave responsibly, Take responsibility for their own behaviors, Be self-disciplined.



## Career Education Teacher Activity Packet: Integrated Classroom Activities

Provided on the following pages are samples of integrated classroom activities. Teachers can modify activities as needed or use their own creative ideas. Teachers may choose to use the activities during a school wide career education program or integrate the activities into a theme or unit. The Social Studies Spiraling TEKS that support Career Readiness are listed first. Then a chart is provided with the Social Studies TEKS that most closely relate to career education. Classroom activities, discussion topic and journal writing ideas are included on the teacher activity card.

### Fourth Grade

### Career Education Teacher Activity Packet: Integrated Classroom Activities

Social Studies Spiraling TEKS that support Career Readiness

Fourth Grade

**The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.**

- The student will differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print and visual material; documents; and artifacts to acquire information about the United States and Texas. (SS4.21A)
- The student will analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (SS4.21B)
- The student will organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (SS4.21C)
- The student will identify different points of view about an issue, topic, historical event, or current event. (SS4.21D)
- The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs. (SS4.21E)

**The student communicates in written, oral, and visual forms.**

- The student will use social studies terminology correctly. (SS4.22A)
- The student will incorporate main and supporting ideas in verbal and written communication. (SS4.22B)
- The student will express ideas orally based on research and experiences. (SS4.22C)
- The student will create written and visual materials such as journal entries, reports, graphic organizers, outlines, and bibliographies. (SS4.22D)
- The student will use standard grammar spelling sentence structure and punctuation. (SS4.22E)

**The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.**

- The student will use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (SS4.23A)
- The student will use a decision-making process to identify a situation that



requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (SS4.23B)

## Social Studies TEKS that support Career Readiness: (Eduphoria/Forethought)

## Fourth Grade

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks	4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
Bundle 1: Texas Geography Bundle 2: Celebrate Freedom Week	Bundle 1: American Indians in Texas	<b>The student understands patterns of work and economic activities in Texas.</b> The student will explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services. (E4.12A) The student will explain how geographic factors such as climate, transportation and national resources have influenced the location of economic activities in Texas (E 4.12B) The student will analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas. (E 4.12C)	Bundle 1: The Texas Revolution	Bundle 1: The Civil War and Reconstruction Bundle 2: Texas Government	<b>The student understands patterns of work and economic activities in Texas.</b> The student will describe the impact of mass production, specialization, and division of labor on the economic growth of Texas. (E4.12D) The student will explain how developments in transportation and communication have influenced economic activities in Texas (E4.12E) The student will explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas (E4.12)
					<b>The student understands important issues, events, and individuals of the 20<sup>th</sup> century in Texas.</b> The student will identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals. (H4.5C)
Social Studies, Grade 4 Beginning with School Year 2011-2012 Imported Standards: The student is expected to identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions. (20A) Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas. (20B)					

## Classroom Activities: Fourth Grade

- Provide magazines for students to find pictures of careers. Instruct students to group these careers into categories (Career Clusters.) Divide students into groups and let each group make a "Career mobile" of careers pertaining to one category (Career Cluster). Compare the number of careers in the categories (Career Families)
- Talk to students about job trends in Texas, the United States, and the World. Explain the impact of mass production, specialization and division of labor on the economic growth. Have students develop a timeline showing the stages of a product from development to consumption.
- Ask students to interview their grandparents about where they worked for their first "Career Job" and what type of work they did. If their grandparents are not available, ask their parents where and what type of work the student's grandparents did. Let students write a report or draw a picture. Discuss how jobs have changed in the various regions in Texas through the years and why.
- In order to emphasize the patterns of work and economic activities in Texas, discuss how people in different regions of Texas earn their living, past and present. How are careers affected by immigration, migration, and limited resources? Have students label a map showing what jobs are located in the different regions of Texas.
- Students can make finger puppets of the careers of their family members. In small groups let students tell about these careers.
- Students can write riddles describing careers and the class can play a game of "Guess Who I am!"
- Discuss how scientific discoveries and technological innovations have met the needs



of individuals, businesses, and society in Texas. On the whiteboard have the class make a list of several of these discoveries. Choose one discovery and write a report.

### **Classroom Discussion or Journal Topics: Fourth Grade**

- Mountain communities or seashore communities have lots of tourists in the summer. Much of the business depends on serving the needs of the tourists. Discuss and contrast how the geography in the four regions of Texas affects the local business in that region. How does it affect your own lifestyle?
- Discuss the rights and responsibilities of an employer and employee.
- Discuss how the free-enterprise system works and the opportunity for entrepreneurship.
- Discuss how the economy in Texas impacts opportunities for individual business owners and corporations.
- Discuss accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.