

5th Grade

CAREER & TECHNICAL EDUCATION



**Career Pathways
Activity Book**

About Career Pathways

Activity Book

What do you want to be when you grow up? Children are asked this question often throughout their years in school. Many children will say a doctor, a lawyer, a teacher, a firefighter, while others will say “I don’t know”. Regardless of the answer, children start exploring careers as early as elementary school. As children start to take more classes, mature, and move through middle and high school, they become more aware of their individual interest. From there, they start to think about career possibilities and what they WILL be now that they are more grown up.

With this in mind, the Career & Technical Education Department of Savannah-Chatham County Public School System developed this activity book to bring awareness to the career preparation and career pathways available to children within this school system. The activities in this book are designed to be challenging and fun. This book will also enhance basic academic skills while raising awareness about work skills and career options.

Parents, Teachers, and Counselors are encouraged to use this activity book with children to explore career options. Parents, Teachers, and Counselors may visit www.sccps.com to obtain more information about Career Pathways and Career & Technical Education in Savannah, GA.

HB 713 mandates a comprehensive K-12 career development process. To support schools in fulfilling these requirements, the grade specific career awareness activities listed as an indicators on the College and Career Ready Performance Index (CCRPI), have been developed to assist students with career awareness.

The Georgia Department of Education has developed seventeen (17) elementary career awareness activities for local school systems to use as a guide to assist with the implementation of the College and Career Readiness Performance Indicators appropriate for the career awareness and career development indices. As an additional resource, The Georgia Department of Education has created an *Elementary Tracking Form* for HB 713 to assist local school systems in tracking completed and uncompleted career activities for transferring students. The form will provide accountability documentation for students as they move from one school or school system to another. It also provides a method for the career cluster activities facilitator to have a record of the activities that need to be completed by the student in a timely manner.

It is recommended that a designated person keep a record of completed activities as documentation, so that when a student transfers to a new school, the completed and uncompleted activities can be tracked and listed and the tracking form will follow the student to the new school. The tracking form helps with a consistency of record keeping for the local school systems as local schools need to maintain rolls per grade level of those students who have participated in career awareness activities.

This process will help ensure the legislative mandate of HB 713 is being met to enable students to graduate with a vision that will lead them successfully into the career planning process. Please remember that appropriate documentation should be maintained as a reporting requirement of the College and Career Ready Performance Index.

The elementary grade level activities can be accessed by clicking on the following link:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-Cluster-Activities.aspx>

Student Name: (Please Print) _____

Grade Level _____

Name of Current Enrolled School _____

System _____

Name of Receiving School _____

System _____

Name of School Official Completing Form: (Please Print) _____

Title _____

Signature _____

Phone Number _____

Email address _____

Instructions: Please check the appropriate box for completed and not completed career activities

Grade 1 Activities Completed
<input type="checkbox"/> Agriculture, Foods, & Natural Resources <input type="checkbox"/> Law, Public Safety, Corrections & Security <input type="checkbox"/> Transportation, Distribution & Logistics
Grade 2 Activities Completed
<input type="checkbox"/> Arts, AV/Technology, & Communications <input type="checkbox"/> Education & Training <input type="checkbox"/> Health Science
Grade 3 Activities Completed
<input type="checkbox"/> Energy <input type="checkbox"/> Hospitality & Tourism <input type="checkbox"/> Human Services
Grade 4 Activities Completed
<input type="checkbox"/> Architecture & Construction <input type="checkbox"/> Business Management & Administration <input type="checkbox"/> Manufacturing <input type="checkbox"/> Science, Technology, Engineering, & Mathematics (STEM)
Grade 5 Activities Completed
<input type="checkbox"/> Finance <input type="checkbox"/> Government & Public Administration <input type="checkbox"/> Information Technology <input type="checkbox"/> Marketing
Grade 5 Career Portfolio <input type="checkbox"/> Completed

**For questions, please contact Dr. Myrel Seigler, Program Manager for School Counselors,
at mseigler@doe.k12.ga.us or 404-657-8324.**



Finance Manager

Plan, direct, or coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department of an establishment.

Program Area: Finance

Suggested CTE Pathways: Banking, Business Accounting

Schools: Woodville Tompkins Technical and Career High School and New Hampstead High School

Career Technical Student Organizations: Future Business Leaders of America (FBLA)

Potential College Majors: Business Administration, Finance, Risk Management, Accounting, Management

Other Careers: Bank Teller, Branch Manager, Insurance Agent, Stock Broker, Financial Planner

Salary range: \$56,000- \$142,210 per year

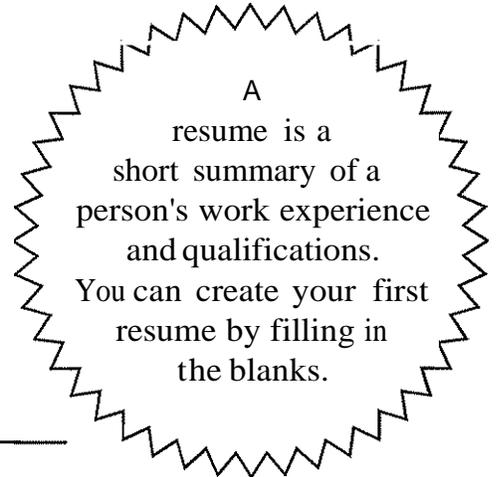
MY FIRST RESUME

Your Name

Address

City State Zip

Telephone



Position Sought: _____
(A job you might want to have)

Abilities and Talents: (list positive character traits and things you are good at. For example: good listener, reliable, computer skills, good in math, great speller)

➤ _____

➤ _____

➤ _____

➤ _____

➤ _____

Achievements and Awards: (list awards you have received and when. For example; Honor Roll for 4th Grade, Perfect Attendance 2nd Grade, Scouting Award 2004, Citizenship Award.)

➤ _____

➤ _____

➤ _____

➤ _____

➤ _____

Work Experience: (list jobs you had or currently have. For example: dog walker, babysitter, plant waterer, salesperson at school store. These do not have to be jobs you receive pay for.)

➤ _____

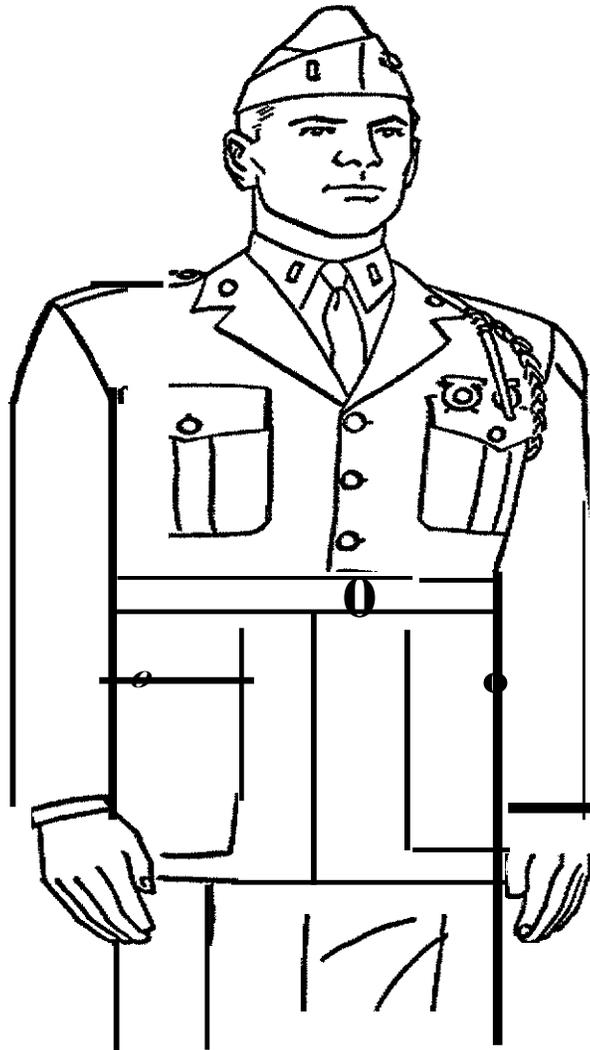
➤ _____

Education: _____
Grade Name of School

References: (List people who will say good things about you)

➤ _____

➤ _____



Military

Protects and serves the citizens of the country. Military persons also have the opportunity to work in fields such as engineering, construction, medical, culinary, education, law, administration, etc.

Program Area: Government & Public Administration

Suggested CTE Pathways: Army JROTC, Air Force JROTC** or Navy JROTC*

Schools: Beach High School, Groves High School, Jenkins High School*, Johnson High School*, Savannah High School, Windsor Forest High School, New Hampstead High School**

Career Technical Student Organizations: JROTC

Potential College Majors: Military Science, Leadership, Government

Other Careers: Army, Navy, Marines, Air Force, National Guard, Coast Guard, Servicemen/women, Officers

Salary range: \$14,217- \$72,000+ per year

Report It!

1. Journalists write articles in the newspapers. They write about things in your town, city, state, country, or the world. News that happens in the present concerning important people, places, things, and ideas is called a current event.
2. Write an article on a current event that interests you. Use a pencil or make a draft first.
3. Editors proof news stories for correct spelling, grammar, and punctuation. Pick out someone to edit your story below.
4. Photojournalists take pictures for newspapers or magazines of important people, places, and events. Include a drawing or photo below that describes your current event.

Current Events

--	--



Computer Support Specialist

Provide technical assistance to computer users. Answer questions or resolve computer problems for customers.

Program Area: Information Technology

Suggested CTE Pathways: Computer Networking, Computer Programming

Schools: Woodville Tompkins Technical and Career High School

Technical Student Organizations: Future Business Leaders of America (FBLA), Skills USA

Potential College Majors: Computer Information Systems, Computer Networking, Computer Systems & Support

Other Careers: Computer Repair, Network Installer, Technology Support

Salary range: \$28,300- \$76,970 per year



NewsAnchor

Collect and analyze facts about newsworthy events by interview, investigation, or observation. Report and write stories for newspaper, news magazine, radio, or television.

Program Area: Marketing

Suggested CTE Pathways: Marketing Promotions & Communication

Schools: Johnson High School

Career Technical Student Organizations: Distributive Education Clubs of America (DECA)

Potential College Majors: Marketing, Advertising, Public Relations, Communication, International Business, E-Marketing

Other Careers: Reporter, Communications Manager, Promotions Manager, Director of Marketing & Media, Salesperson

Salary range: \$19,970- \$75,230 per year

You're in the News!

Have you ever read a newspaper? Do you know some of the different careers that make up the newspaper? Some of these careers include: Journalist, photojournalist, printer, reporter, cartoonist, advertising executive, graphic artist, and more. Complete the pages in this newspaper to create your own newspaper and learn about different careers in journalism. Start with creating your cover page below.

The news in newspapers is gathered and then written up by reporters. Photographers take pictures to print with the stories. Graphic artists make charts and diagrams. Editors assign reporters to stories, check over those stories, write headlines for them, determine where they will be placed in the newspaper and work on the paper's layout. An editor-in-chief or an executive editor usually supervises the paper's news staff. The newspaper's publisher has overall control of its business and news operations.

Title: _____

<hr/>		<hr/>	
	<hr/>	<hr/>	



Real Estate Agent

Rent, buy, or sell property for clients. Performs duties, such as study property listings, interview prospective clients, accompany clients to property site, discuss conditions of sale, and draw up real estate contracts.

Program Area: Marketing

Suggested CTE Pathways: Marketing Management **Schools:** Beach High School, Johnson High School

Career Technical Student Organizations: Distributive Education Clubs of America (DECA)

Potential College Majors: Marketing, Management, Business Administration, Entrepreneurship, International Business

Other Careers: Salesperson, Director of Marketing, Brand Manager, Product Developer, Market Analyst, Chief Executive Officer

Salary range: \$20,460- \$95,220 per year

ADVERTISING

Advertising began in ancient times in Pompeii. Egyptians used papyrus to create posters and looted and found messages. Wall and rock painting became norms of advertising in Asia, Africa, and South America. Advertising first appeared in newspapers in England. In 1843, the first advertising agency was formed in Philadelphia.

Today, newspapers advertise toys, movies, clothes, cars, food and more. Advertising and marketing agents create these advertisements. Advertising is a 250 billion dollar a year business in America. Use the sales frames below to create your own advertisements.



MAKE YOUR OWN ADVERTISEMENT

High School students often join clubs to help them learn more about careers. Draw a line to match the career with the CTSO (Career Technical Student Organization).

Nurse



Engineer



Chef



Veterinarian



Cosmetologist



Real Estate Agent



Video Game Designer



Career & Technical Student Organizations

 **DECA**, is specifically designed to provide activities for students to learn marketing, management, and entrepreneurial skills that will prepare them to pursue a career in the field of marketing. In conjunction with the Marketing coursework, DECA further develops occupational skills needed for careers in marketing, management, and entrepreneurship. DECA members serve in leadership roles; and develop a greater understanding of our competitive, free-enterprise system and an appreciation of the responsibilities of citizenship.



 **Future Business Leaders of America (FBLA)** is a student organization for all middle and high school students participating in business programs. Participation in FBLA activities promotes civic and personal responsibility; helps students develop business leadership skills and establish career goals; and prepares them for useful citizenship and productive careers.



Family, Career and Community Leaders of America (FCCLA) is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation.



The Future Educators Association (FEA) is an extracurricular program designed to provide students with the opportunity to explore careers in education. For years we have been committed to recruiting promising students into the teaching profession through the establishment of FEA chapters in the middle and high schools of Georgia. The purpose of these chapters has been to assist students in examining career opportunities in the field of education



Health Occupations Students of America (HOSA) is a national student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality healthcare to all people. HOSA provides knowledge, skill, and leadership development of all health occupations students.



SkillsUSA-VICA members participate in local, state, and national activities provided through trade and industrial, technical, and health occupations courses and programs. The organization provides many opportunities for leadership development and skills training.



Technology Student Association (TSA) is committed to providing students with opportunities to excel and advance as part of their instruction in technology education. Georgia TSA promotes technology education as a means of preparing students for a dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate leaders.



The Future Farmers of America (FFA) is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. The FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career development events. Competitions focus on leadership and public speaking; communications, agriscience and biotechnology, as well as production agriculture.

Resources

GACollege411 (N/A) www.gacollege411.org

This is the primary source of information to complete the career research

Career Cruising Website (1300L)

You will need a username and password to log in. However, career research can also be done on GACollege411 website

Top 10 Careers Needed for the Future (1430L)

http://www.ehow.com/list_5481635_10-needed-jobs-future.html#page=0

A current list of “hot” careers

25 Rewarding Careers (1100L) <http://money.usnews.com/careers/best-jobs/rankings/the-25-best-jobs>

This list from US News may surprise students. US News has selected careers with good growth potential, worker satisfaction, and social status. Each career is linked to a brief overview that will help students begin their research. If you use this resource, print copies of the articles about specific careers, but **do not** include the blog responses from readers

The Best Job for You

U.S. News & World Report (3/19/2007)—Nemko, Marty

<http://www.usnews.com/usnews/biztech/articles/070311/19intro.htm>

This article introduces a section which describes career choice as the Internet becomes ubiquitous, and Americans seek richer, simpler lives. Among the careers that this section discusses are librarians, still needed in the digital age, website developers, management consultants and bi-lingual translators. Optometry is mentioned as it offers a career in medicine with a fairly predictable work schedule

Georgia Department of Labor

www.dol.state.ga.us/ this website provides students with specific Georgia labor market information

Career Notes

Career 1
Career 2
Career 3

The career that I think is best for me is _____ because

Target Career Notes

Target Career Title and Cluster
Training and Education:
Work Environment:
Salary:
Job Outlook:
Growth Opportunities:

Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet	Approaches Expectations		Meets Expectations		Advanced
	1 1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly-developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2)	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2).		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2)		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2)
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3).	Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications and (L3) a relevant gap/unanswered question.		Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences and (L3) one or more significant gaps/unanswered questions.

Teaching Task Rubric (Informational or Explanatory)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Template Task Collection I | © Literacy Design Collaborative, November 2012

Special Thanks

to

Richmond Public Schools- Richmond, VA
Dr. Deborah Jewell-Sherman, Superintendent
Dr. Yvonne Brandon, Deputy Superintendent/CTE Director

Mark Hughes, Director
Labor Market and Career Information
Texas Workforce Commission

U.S. Department of Labor
Bureau of Labor Statistics

Monster.com

For permission to edit & reprint this publication for the benefit of educating “All” Children



101 Priscilla D. Thomas Way

Garden City, GA 31408

Office: 912-395-6765 Fax: 912-201-7583

Our Mission

To ignite a passion for learning and teaching at high levels.

Our Vision

From school to the world: All students prepared for productive futures.

Dr. Thomas B. Lockamy, Jr.
Superintendent of Schools

Dr. Ann Levett
Interim Chief Academic Officer

Dr. Angie Lewis
CTAE Director

Bettina Polite Tate
CTAE Supervisor

Audrey Fuller
Youth Apprenticeship Coordinator/CTAE Supervisor

Judy Johnson
CTAE Senior Clerk

School Board

Dr. Joe Buck, President
Julie M. Wade, District 1
Dr. Dionne Hoskins, District 2
Cornelia H. Hall, District 3
Shawn A. Kachmar, District 4
Irene G. Hines, District 5
Larry Lower, District 6
Jennifer B. Lambeth, District 7
Ruby D. Jones, District 8 (Vice-President)



208 Bull Street, Savannah, GA 31401

Phone: 912-395-5600