Statewide IT Bridge Curriculum
Contextualized Career Awareness Module

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT

1. Search jobs online; use Google Docs with a template to create a customized résumé
 	
Standards:
5.S.CC.2 Demonstrate active listening skills
4.R.CI.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	Navigate and use the functions of a word processing application; create a résumé using a template; work collaboratively with peers in groups	• Conduct a job search and create a résumé
		
		Activity 1: Searching for jobs online
		• Conduct an effective online job search.
		• Watch YouTube video https://youtu.be/afKwiLCUtEQ
		• Practice using job search engines and setting up job alerts.
		
		Activity 2: Hands-on job search
		Navigate to www.indeed.com.
		• Conduct a search for a job in your area for which you'd like to apply.
		• Try modifying your search terms. Do you notice a difference in the results?
		• Create a job alert to stay up to date about the latest job postings.
		
		Activity 3: What makes a good résumé?
		• View these YouTube videos and make notes:
		    o '8 Tips for Writing a Winning Resume' https://youtu.be/u75hUSShvnc
		    o 'We showed real résumés to an expert and the feedback was brutal' https://www.youtube.com/watch?v=VDFgGi-IrD0
		    o 'A résumé expert reveals what a perfect résumé looks like' https://www.youtube.com/watch?v=UP-S9rvAYYo
		• In groups discuss: What are the most useful tips given on the videos?
		• In groups, evaluate the sample résumé or practice résumés the group has created: Was it a good or great résumé? Is there anything you would add to improve it?
		• Other topics to cover:
		    o Why you need a résumé
			Verbal interaction
			
			Student reflection
			
			Written work

5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 6.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively.		- What headings you should include on a résumé - Résumé formats - Résumé tips and strategies - Information to include on your résumé - Preparing your résumé for the internet See https://edu.gcfglobal.org/en/resumewriting/ **Activity 4: Warmup - Introduction to templates on Google Docs** - Discuss the uses of a résumé in business and computing - Show a sample résumé created using a Google Docs template **Activity 5: Demonstration - Using Google Docs templates** Demonstrate: - how to navigate to the template gallery in Google docs - how to locate résumé templates - how to select a template **Activity 6: Open Google Docs and create a résumé** - Recall how to access your Google drive from G-mail - Go to the **My Drive** pull down menu - Select Google Docs - A blank document will open **Practice**: Students create a practice résumé as follows: - Open a new Google Doc - Go to the template gallery and look at the list of templates for Resumes - Click on a template to choose it - Add your name and job title - Add your contact details - Add a list of skills - Add your experience - Add your education	

		9. Add any awards you have received 10. Save the filename as "**your name-résumé 1**" **Activity 7: Challenge: Create your own customized résumé** • Watch the video tutorial 'Google Docs - Tutorial 02 - Advanced Layout - Create a résumé or CV' https://www.youtube.com/watch?v=O2_rTACqWFQ • Take notes while watching the video. • Create a customized résumé template following the instructions on the video. **Activity 8: Posting your résumé online** • Prepare a résumé for the Internet • Watch the video https://youtu.be/q6xb8fcHPQs • Email your résumé • Create and format a plain-text résumé • View additional résumé formatting tips • See lesson https://edu.gcfglobal.org/en/resumewriting/preparing-your-resume-for-the-internet/1/	
2. Identify career opportunities and examine products and apps developed by workers connected to	Explore career options; discuss career pathways; apply career knowledge to technology output	• Explore information technology career pathways and careers; create practical application **Activity 1: Create an app** • Give the students 30 seconds to brainstorm on scratch paper about a time they've used technology in the past few days. • Take 30 seconds for students to share their list with a neighbor. • Have a few students share with the class a time when they've used technology.	Verbal interaction Written work Presentation

the IT career cluster		Discuss some applications on the Web, smart phones, or cars. Examples: Facebook, Google, Yelp, Pandora Radio, Skype, e-Readers, Twitter, Check Engine light, navigation, etc.	

Standards: 5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 6.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on texts, topics and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively.		• Distribute the "Let's Make an App!" handout to each student, which can be completed individually or in pairs.
		• Give the students 15–20 minutes to complete the activity.
		• Have students share some of their applications when finished.
		• Discuss each of the pathways and how careers in each pathway play a role in making sure people can access and use these apps.
		    ○ Repair Technician – Fixes any problems that arise with the application
		    ○ Marketing Officer – Markets the product to the public
		    ○ Digital Media Attorney – Protects the new product and handles any legal problems
		    ○ Programmer – Puts this great new idea into action
		• Continue to encourage exploration of the Information Technology careers.	

3. Investigate the role of technology in society, the Information Technology career cluster and pathways, and requirements for entrance into college
 	
Standards:
5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6.S.CC.1 Initiate and participate effectively in a range of collaborative discussions with
	Differentiate between career field, career cluster, and career pathways; understand "Technology Information Applications;" identify coursework, school activities, and community activities that will build skills in the Information Technology career cluster; identify college entrance requirements to a technical school, community college, and a four-year college	• Discover the application of technology information in our world.
		
		Note: Invite guest speakers such as a school IT professional, computer repair person, media specialist, or student in IT classes. Speakers should be sent "Guidelines for Career Guest Speakers" found in the Resources section.
		
		Activity 1: Use the Nebraska Career Connections website to gather information on the Information Technology career cluster. Use these talking points with students.
		    • Go to www.NebraskaCareerConnections.org > Career Clusters > Information Technology > Cluster at a Glance
		    • Cluster Description: The design, development, support and management of computer hardware, software, multimedia, and systems integration services.
		    • Discuss the Information Technology Applications Knowledge and Skills (www.NebraskaCareerConnections.org > Career Clusters > Information Technology > Cluster Knowledge and Skills):
		a. Manage personal schedule and contact information
		b. Create memos and notes
		c. Use email to communicate within and across organizations
		d. Use email to share files and documents
		e. Search for information and resources
		f. Access and evaluate internet resources
		g. Prepare simple documents and other business communications
		h. Prepare reports and other business communication, integrating graphics and other non-text elements
		i. Prepare complex publications
		j. Prepare presentations for training, sales, and information sharing
		k. Deliver presentations with supporting materials
			Verbal interaction
			
			Written work
			
			Presentation

diverse partners on texts, topics and issues appropriate to skill level, building on others' ideas and expressing their own clearly and persuasively. 5.W.CS.1 Demonstrate command of the conventions of standard English grammar and usage when writing.		**Activity 2: As a class, develop a set of questions for the class speaker about technology information applications in the workplace and the Information Technology career cluster.** Possible questions: a. What is the history of the Information Technology career cluster? b. How is technology used in the workplace? c. What are some career specialties in this career cluster? d. What are some of the most important developments in this field? e. What skills and training should a student interested in this cluster develop? f. What classes would you recommend to someone interested in Information Technology careers? g. What school and community activities would you recommend to someone interested in Information Technology careers? h. What kind of training after high school is common for people interested in this cluster? i. What are the employment prospects in this career cluster? j. What is the earning power of someone trained in Information Technology? k. What kind of personal characteristics does a person in Information Technology generally have? l. Who are the employers of Information Technology workers? m. What are the advantages of being in Information Technology? The disadvantages? n. How do you view the future growth of career specialties in the Information Technology career cluster? o. Is there a waiting list for students who wish to study your career in community or four-year colleges? **Activity 3: Use the Internet to investigate college entrance requirements at nearby schools, including a technical school, community college, and four-year college.**	

- Students should use the "College Entrance Requirements Search" handout to record the major entrance requirements of the institution. Students should pay special attention to information technology requirements, if any.
- Note to teacher: Use the "College Entrance Requirements Search" handout to help students understand that college websites are set up very differently, and a variety of key words will be needed to access the information they seek. Personalize the schools geographically, but give the students an opportunity to search on their own using a search engine or sites like http://www.educationquest.org or collegenet.com.

Activity 4: Listen to the guest speaker or visit an Information Technology classroom.
- Note to teacher: Give the speaker or IT class the student-developed questions before they visit your classroom.

Activity 5: Write a thank you note to the guest speaker/IT class expressing what was learned from the speaker/classroom.
- Send to the speaker/classroom.

Activity 6: Identify the career pathways in the Information Technology cluster by creating a PowerPoint or multimedia project on one pathway.
- Presentations should include: career specialties, levels of education, high school classes that support essential knowledge in this cluster and are required to enter a post-secondary school, school and community activities that build technology skills, and information technology skills needed by everyone in the workplace. This project should be completed in groups with no more than four members each.
- Present PowerPoint projects to the class.

Statewide IT Bridge Curriculum
Contextualized Career Awareness Module

4. Survey career information for practical application
 	
Standards:
4.R.CI.1 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
5.W.WL.7 Gather relevant information from multiple print and digital sources to support analysis, reflection, and research.
5.W.WL.3 Produce clear and coherent writing in which
	Use prior knowledge to expand skills; use technological applications to process ideas, communicate results, and enhance learning and performance; access technology to research and find information for problem-solving and self-advocacy	• Complete comprehensive research into a career in Information Technology
		
		Activity 1: Intro to IL workNet
		Needed: IL workNet Intro Quick Start Guide
		http://www2.illinoisworknet.com/DownloadPrint/IwNQuickStartGuide_FINAL.pdf (print)
		https://www2.illinoisworknet.com/UpdatesHelp/Pages/QuickStartGuide.aspx (online)
		• Introduce students to IL workNet and how to set up an account, navigate and find the key sectors in manufacturing and careers there.
		• Have students work in pairs on a Career Cluster scavenger hunt. (See Career Cluster Scavenger Hunt handout in Resources section)
		
		Activity 2: IL workNet project (Research a Career in Information Technology)
		• Needed: Provide a brief guide to students of research paper specifications: 2-3 pages in length, Times New Roman, 1-inch margins, 12-point font, Works Cited page, etc.
		• Explain what/how/when the project will be compiled and completed (e.g., the last day of class).
		• Explain instructions and take questions.
		
		Activity 3: Research and compile information for research paper
		• Provide an overview of the career interest inventories available in Illinois workNet
		    1. Interest Profiler
		    2. SKILLS Profiler
		    3. Work Importance Locator
		    4. Career Cluster Profiler
		• Students complete the Career Custer Interest Inventory in IL workNet Employment 101 section.
			Verbal interaction
			
			Written work
			
			Student presentation

the development, organization and style are appropriate to task, purpose and audience. 5.W.CS.1 Demonstrate command of the conventions of standard English grammar and usage when writing.		- Student will use their results as a starting point to explore careers in the next step. - Discussion: Students discuss examples of occupational information and identify why each is important to consider. Students review occupational information for careers that match their interests and record their findings. **Activity 4: Complete career research paper** - Review research paper expectations. - Encourage students to revise and edit the first draft of their paper. - Students can present briefly on their papers, if time allows.	