

Career Connections Course Builder Tool and Resources





Designing Career Connections: a CTE Course for grades 7-9

SUBJECT CODE: 990364

This course demonstrates to students how classroom learning translates into marketable skills through the integration of academic subjects, informational technology, and interpersonal communication. In this class, students will engage in hands-on career-related experiences to acquire basic skills in various career fields. These tangible experiences will grow students' self-awareness, decision-making and problem-solving skills, allowing them to develop a personalized plan for their future education and career path. The only required unit in this course is an overview of Ohio's 16 Career Field Pathways. Additional units are designed by the instructor and the leadership within a district, based on the needs of the students and the interests of the community.



How to use this guide:

- This resource was developed to help instructors create a meaningful learning experience for students in a Career Connections course. The instructions and models in this guide are simply that: *a guide*. Teachers should design and choose outcomes, experiences and assessments that fit the needs of their own student populations and align them with district expectations.
- This guide aligns with Ohio's Career Connections framework, which is the basis of the design for this course. More information can be found on the [Ohio Department of Education Career Connections](#) website.
- This course development tool utilizes five steps in the design process:
 - Establish a course goal.
 - Choose meaningful learning outcomes.
 - Create personalized and active learning opportunities.
 - Design authentic assessments.
 - Plan sequencing and interactions with the local community.



Part One: Establish a Course Goal

In devising the course goal for each Career Connections class, instructors should consider the following:

- What are the expectations of my district and leadership with regard to career advising?
- What is the grade level of my students, and where do they fall in the [Career Connections Framework?](#)
- How much background knowledge do my students already possess in [Career Awareness, Exploration and Planning?](#)
- How can I make this experience meaningful to students such that they are engaged and prepared to take the next steps in their career journey?

The overall course goal will be different for each district, instructor and possibly for each class. This course goal will be the foundation for all other choices in the design of this curriculum. What is it that you believe YOUR students in YOUR community at THIS time most need to learn from a Career Connections course? Record your thoughts in the box below:

Part Two: Choose Meaningful Learning Outcomes

Based on your course goal, you will now develop a few learning outcomes (some call them learning targets or learning objectives) for your learners.

There is only ONE required objective for this course: Students will develop an understanding of the training and skills required for success in occupations within [Ohio's 16 career fields](#) listed below:

- Agricultural and Environmental Systems
- Arts and Communication
- Business and Administrative Services
- Construction Technologies
- Education and Training
- Engineering and Science Technologies
- Finance
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing Technologies
- Marketing
- Transportation Systems



The remaining Learning Outcomes for this course are based on what the instructor believes best aligns with the course goal. What content do students need to complete the course goal? What should students be able to do? Ideas may include:

- Complete a deep dive into one (or more!) career pathways.
- Understand how industries and occupations depend on one another.
- Study the value of entering in-demand occupations.
- Determine how personal finances are affected by career choice.
- Practice employability skills and soft skills.
- Learn how technology changes the workforce (or specific jobs).
- Practice effective business writing and communication.
- Students will complete exercises in self-discovery.
- Understand the potential value of effective marketing on product sales.
- Develop strategies for self-promotion in hiring process.
- Study all of the industries and occupations involved in the supply chain of a single product.
- Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.
- Examine how a specific academic subject area (e.g. Mathematics, Biology) plays a role in a variety of career pathways or specific job roles.
- Earn CPR Certification with the study of Health Occupations.
- Earn CPR Certification with the study of Public Safety Occupations.
- Earn Animal CPR Certification with the study of Agricultural and Environmental Systems Occupations.

In the box below, list four to five learning outcomes you believe would be most beneficial to your student population to achieve your course goal. DO NOT feel as though you are limited to the list of ideas above.



Part Three: Create Personalized & Active Learning Opportunities

As varied as your students are, so are the possibilities in career opportunities and possible activities to help them discover their best fit. What activities and lessons will you plan so that students have opportunities to make personalized career connections and develop mastery of the learning objectives? Ideas may include:

- Ask students about their hopes for the course – plan accordingly.
- Allow students to develop their own content.
- Utilize online tools for self-discovery.
- Incorporate Industry Recognized Credentials.
- Use industry experts.
 - Host guest speakers.
 - Ask local professionals to provide feedback to students during a project/process.
 - Invite local professionals to help you design a project/process.
 - Visit local businesses.
 - Have students interview community members.
 - Shadow professionals or CTE labs.
- Plant and maintain a community garden while studying Horticulture careers.
- Put on one-act plays while studying Performing Arts careers.
- Host a debate while studying Legal Management careers.
- Plan a school-wide Health Fair while studying Health Science pathways.
- Have students teach a lesson while studying Education and Training pathways.
- Offer services within the local school district to practice the job skills or various occupations. (i.e. photography, accounting, traffic directing)
- Organize group work – use jigsaw, turn-and-talk, small groups, and other strategies.
- Involve other CTE educators in your district/building.
- Entrepreneurship projects.
- Volunteer in community organizations to illustrate the roles of various occupations. (i.e. construction, food service, public relations)
- Create a school-based enterprise.
- Invite school counselors or college admissions coordinators.
- Coordinate with academic subject area teachers.
- Invite students to attend meetings with Chambers of Commerce or Business Advisory Councils
- Don't be afraid to try something new! Try scavenger hunts, escape rooms, using TikTok and social media, thermometer activities, live demonstrations, etc.

Brainstorm more possible activities in the box below that would support your learning outcomes:



Part Four: Design Authentic Assessments

How will students show mastery of the learning objectives? How will they make their career connections tangible, meaningful and lasting? Ideas may include:

- Learner-Designed Assessments
- Learner-Designed Rubrics
- Invite industry experts to evaluate students' products or performances.
- Create a personalized career plan that reflects interests, strengths and secondary and postsecondary options.
- Individual research projects
- Complete a Graduation Plan or Student Success Plan or ICAP.
- Project a 10-year forecast for each student.
- Compete in an interview contest.
- Design a personal brand/logo/slogan.
- Participate in CTSO events and competitions.
- Present findings to an external audience.
- Host a school-wide career fair.
- Reflective journals
- Project-Based Learning
 - Create a website or infographic of possible career goals, resources, postsecondary options.
 - Create a community job board.
 - Pathway-specific PSA (public service announcement)
 - Student-designed research project
 - Simulated "Game of Life"

Add additional assessment techniques that you are familiar with in the box below. Which assessments will best show mastery of the learning outcomes you established in Part Two?

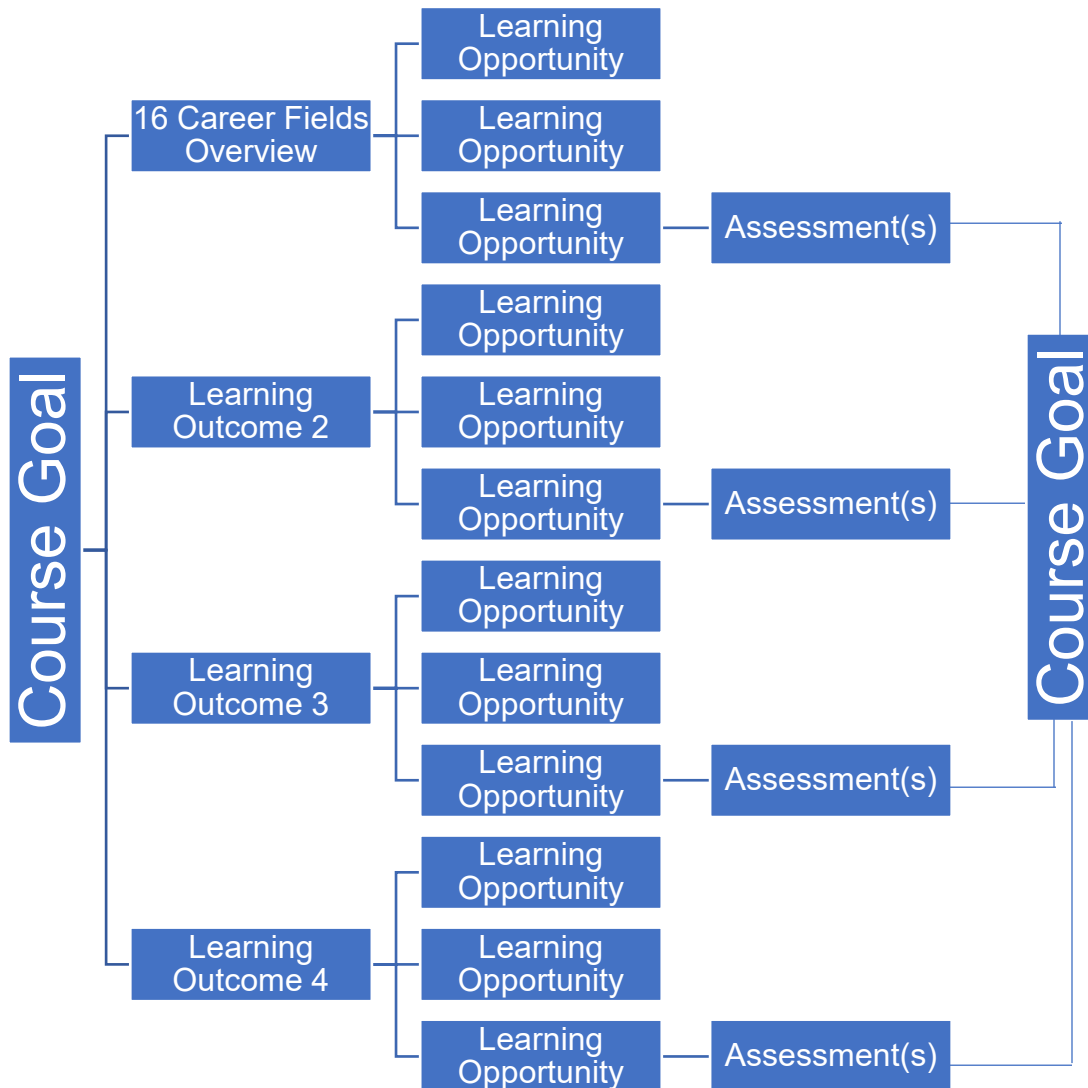
**As you begin part five, please be sure to see the last page in the Course Builder for course materials, resources, videos, documents and additional ideas.



Part Five: Plan Sequencing and Interaction with the Local Community

How will students conceptualize that skills from their core courses will aid in success as a professional? How will you put these ideas and communities together?

Use the graphic below as a guide for building your Career Connections class. First, choose as many learning outcomes as you feel are feasible to complete with quality engagement and instruction. Next, identify learning opportunities and activities that will support that outcome. Some learning outcomes may require multiple learning opportunities while others may require few. Then, identify authentic assessments that will truly gauge student mastery of the learning outcome. Finally, organize each item in a sequence that makes sense with the content and your schedule. Remember that your Course Goal should always frame your learning targets, learning opportunities, assessments and activities.





Career Connections Lesson and Activity Resources

OHIO'S RESOURCES

The links below contain Ohio-specific career exploration and career-technical resources for instructional units and lesson planning. The resources specific to lesson planning include [EnvisionIT](#), [OpenSpace](#) and [InfOhio](#).

- [Career Advising Toolkit from Ohio's office of Graduate Success](#)
- [Career Connections Challenges](#) from OpenSpace
- [Career Connections Framework Resources](#)
- [Career Connections Videos by Ohio PBS Stations](#)
- [EnvisionIT](#) – a free, complete college and career readiness curriculum developed by Ohio State University (available via Google Drive)
- [Graduation Requirements for the class of 2023 and beyond](#)
- [InfOhio Educator Tools – Curriculum Library \(97,000+ resources!\)](#)
- [InfOhio Resources for Grades 6-8 Career Exploration](#)
- [InfOhio Resources for Grades 9-12 Career Planning](#)
- [In-Demand Jobs Week Toolkit \(Ohio\)](#)
- [Industry Recognized Credentials](#)
- [Ohio's Remote Learning Resources –digital activities and lessons for CTE](#)
- [OhioMeansJobs – Readiness Seal](#)
- [OhioMeansJobs K-12 Career Planning Resources](#)
- [Open Space – high-quality, career-focused content and activities](#)
- [SuccessBound Ohio](#) – educator toolkits and promising practices in CTE
- [Success in the New Economy \(video\)](#)
- [Standards by Design Tool](#) for cross-curricular integration of standards
- [Vulnerable Youth](#) information and instructional strategies
- [Youth at Work: Talking Safety Ohio](#) (curriculum on job safety and health)

Career-Technical Student Organizations (CTSOs)

The following groups provide activities, competitions and promote for students enrolled in Career-Technical Education. Career Connections students have the opportunity to participate in whichever CTSO most closely fits with their instructor's programming.

- [BPA](#)
- [DECA](#)
- [FCCLA](#)
- [FFA](#)
- [SkillsUSA](#)