

Middle School Career Explorations

COURSE DESCRIPTION

Middle School Career Explorations

When you think about your future, what careers do you see? Police officer, nurse, farmer, or restaurant manager? In Middle School Career Exploration, you'll explore careers in over fifteen different career areas. From the energy field to human resources and from law to transportation, you'll learn more about what careers are available and what you need to do to get there. In addition, you'll examine how to choose the career that is best for you based on your own unique personality and interests as well as how you can begin developing your leadership skills now. Middle School Career Exploration will help you prepare for your future now.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1 – Part 1: An Introduction to Careers

In this unit, you will learn about career education and how careers are organized. This is an introduction to your career education course, beginning with learning what career education is and ending with some information about your options in and out of school.

Learning Objectives

- Understand the difference between a job and a career.
- Identify career fields, clusters, and pathways.
- Understand your different educational options.
- Describe the benefits of CTSOs in your school.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 1 – Part 1 Text Questions | Homework | 10 points |
| Unit 1 – Part 1 Lab Questions | Homework | 10 points |
| Unit 1 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 1 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 1 – Part 1 Quiz | Quiz | 15 points |

Unit 1 – Part 2: Government, Law and Public Safety Careers

In this unit, you will learn about careers in the government, public administration, law, public safety and security. These careers range from state governors to fire fighters, from lawyers to city planners. These careers require good leadership skills, organizational skills, and communication skills.

Learning Objectives

- Identify public administration and government careers.
- Describe the skills and abilities needed for government and public administration careers.
- Research public safety and security careers.
- Explore some of the tasks for those working in public safety careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 1 – Part 2 Text Questions | Homework | 10 points |
| Unit 1 – Part 2 Lab Questions | Homework | 10 points |
| Unit 1 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 1 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 1 – Part 2 Quiz | Quiz | 15 points |

Unit 2 – Part 1: Manufacturing and Marketing

Who makes the products that get into your local stores? Who made the advertisement that you just saw on TV? In this unit, you will learn about careers in two different, but related, career areas. In manufacturing, these careers are focused on making products for business or consumer use. In marketing, sales, and service, products and services are sold to the public or to other companies.

Learning Objectives

- Identify careers in manufacturing.
- Recognize the skills and education required for manufacturing careers.
- Identify careers in marketing, sales, and service.
- Recognize the skills and education required in marketing, sales, and service careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 2 – Part 1 Text Questions | Homework | 10 points |
| Unit 2 – Part 1 Lab Questions | Homework | 10 points |
| Unit 2 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 2 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 2 – Part 1 Quiz | Quiz | 15 points |

Unit 2 – Part 2: Architecture and Engineering Careers

In this unit, you will explore careers in architecture, construction, engineering, technology, science and math. These career offer opportunities suited to students with different interests, skills and abilities. Professions in these areas include all types of engineers and scientists, architects, construction workers of various sorts, and even historians and archaeologists.

Learning Objectives

- Identify careers in architecture and construction.
- Explore the skills and education required for architecture and construction careers.
- Identify careers in engineering, science, technology and math.
- Explore the skills and education required in engineering, science, technology and math careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 2 – Part 2 Text Questions | Homework | 10 points |
| Unit 2 – Part 2 Lab Questions | Homework | 10 points |
| Unit 2 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 2 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 2 – Part 2 Quiz | Quiz | 15 points |

Unit 3 – Part 1: Career in Agriculture and Energy

In this unit, you will learn about careers in two areas: agriculture, food, and natural resources and energy. Agriculture, food, and natural resources include careers in farming and the businesses that are involved with agriculture, environmental sciences, and food production. Energy careers include careers in the utility industries, but also careers in alternative energy sources and those that support using energy best. These careers are critical for our society and are good for people with a strong interest in the environment, making sure that there is enough food for everyone, or living a more traditional lifestyle away from major cities.

Learning Objectives

- Identify careers in agriculture, food and natural resources.
- Recognize the skills and education required for agriculture, food and natural resources careers.
- Explore careers in energy production and development.
- Research the skills and education required in energy production and development.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 3 – Part 1 Text Questions | Homework | 10 points |
| Unit 3 – Part 1 Lab Questions | Homework | 10 points |
| Unit 3 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 3 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 3 – Part 1 Quiz | Quiz | 15 points |

Unit 3 – Part 2: Careers in Hospitality and Logistics

In this unit, you will learn about careers in the hospitality and tourism industry, as well as careers involved in transportation and logistics. These careers help people get places and take care of them once they're there. Think about restaurant staff, hotel owners and employees, officials working in amusement parks, airline pilots, bus drivers, and truck drivers. These are all careers in these two career areas.

Learning Objectives

- Identify careers in hospitality and tourism.
- Research the skills and education required for hospitality and tourism careers.
- Recognize careers in the transportation and logistics.
- Explore the skills and tasks required in transportation and logistics careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 3 – Part 2 Text Questions | Homework | 10 points |
| Unit 3 – Part 2 Lab Questions | Homework | 10 points |
| Unit 3 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 3 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 3 – Part 2 Quiz | Quiz | 15 points |

Unit 4: Midterm

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

| | | |
|--------------------|------------|-----------|
| Midterm Discussion | Discussion | 5 points |
| Midterm Exam | Exam | 50 points |

Unit 5 – Part 1: Arts, Communication and Education Careers

In this unit, you will learn about careers in the arts, audio/video communication, and communication, as well as education and training. Careers in dance, music, visual arts, and all forms of media fit into art, a/v communication, and communication areas. Teaching of all sorts is included in education and training, from teaching elementary school to teaching at the university level.

Learning Objectives

- Identify careers in art, audio/video communication, and communication.
- Sum up the skills and education required for careers in art, audio/video communication, and communication.
- List careers in education and teaching.
- Define the skills and education required for education and teaching careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 5 – Part 1 Text Questions | Homework | 10 points |
| Unit 5 – Part 1 Lab Questions | Homework | 10 points |
| Unit 5 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 5 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 5 – Part 1 Quiz | Quiz | 15 points |

Unit 5 – Part 2: Careers in Health Sciences and Human Services

In this unit, you will learn about careers in health sciences and human services. This career group includes careers in health care, medical research, and caregiving, as well as various positions that help to support those careers. Therapists and social workers are part of this group, along with many other jobs. These careers most often involve working closely with others and require compassion.

Learning Objectives

- Identify careers in the health sciences and human services.
- Discuss the skills required for health sciences and human services careers.
- Explore personal traits suited to health and human services careers.
- Define the education required for health science and human services careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 5 – Part 2 Text Questions | Homework | 10 points |
| Unit 5 – Part 2 Lab Questions | Homework | 10 points |
| Unit 5 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 5 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 5 – Part 2 Quiz | Quiz | 15 points |

Unit 6 – Part 1: Finance and Business Management

In this unit, you will learn about careers in two different areas: finance and business management. Finance careers are all about making and managing money. Business management focuses on supervising businesses in many different fields. Both of these types of careers are good for people aiming for a high-powered professional lifestyle.

Learning Objectives

- List careers in finance.
- Define the skills and education required for finance careers.
- Identify careers in business management.
- Describe the skills and education required for business management careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 6 – Part 1 Text Questions | Homework | 10 points |
| Unit 6 – Part 1 Lab Questions | Homework | 10 points |
| Unit 6 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 6 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 6 – Part 1 Quiz | Quiz | 15 points |

Unit 6 – Part 2: Information Technology

In this unit, you'll learn about careers in information technology. This is one of the fastest growing career areas today. Every large business and government office needs information technology professionals. These careers range from app development to running a major IT department.

Learning Objectives

- Identify careers in information technology.
- Discuss the skills required for information technology careers.
- List personal traits suited to the information technology career cluster.
- Describe the education required for informational technology careers.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 6 – Part 2 Text Questions | Homework | 10 points |
| Unit 6 – Part 2 Lab Questions | Homework | 10 points |
| Unit 6 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 6 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 6 – Part 2 Quiz | Quiz | 15 points |

Unit 7 – Part 1: Leadership

In this unit, you will learn about leadership and how to be a leader. These skills are helpful in your education and later in the workplace. You will learn how to build self-esteem and leadership, and ways to practice your leadership skills in CTSOs and other organizations in your school.

Learning Objectives

- Discuss the ways leadership matters.
- Recognize what qualities contribute to leadership.
- Detail ways to develop leadership.
- Demonstrate ways to use leadership skills in school.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 7 – Part 1 Text Questions | Homework | 10 points |
| Unit 7 – Part 1 Lab Questions | Homework | 10 points |
| Unit 7 – Part 1 Discussion Part 1 | Discussion | 5 points |
| Unit 7 – Part 1 Discussion Part 2 | Discussion | 5 points |
| Unit 7 – Part 1 Quiz | Quiz | 15 points |

Unit 7 – Part 2: Choosing a Career

In this unit, you will examine your own personality traits, skills, and abilities. This will help you to decide which career cluster and pathway might best fit you in the future. After this unit, you may even feel ready to make a plan for your education and future career.

Learning Objectives

- Examine your career goals and abilities.
- Choose a career you're interested in and might want to explore.
- Develop an educational or vocational plan for your career.
- Define the benefits and drawbacks of your future potential career.

Activities

| | | |
|-----------------------------------|------------|-----------|
| Unit 7 – Part 2 Text Questions | Homework | 10 points |
| Unit 7 – Part 2 Lab Questions | Homework | 10 points |
| Unit 7 – Part 2 Discussion Part 1 | Discussion | 5 points |
| Unit 7 – Part 2 Discussion Part 2 | Discussion | 5 points |
| Unit 7 – Part 2 Quiz | Quiz | 15 points |

Unit 8: Final Exam

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

| | | |
|-----------------------------|------------|-----------|
| Class Reflection Discussion | Discussion | 10 points |
| Final Exam | Exam | 50 points |

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

| Letter Grade | Percentage Earned |
|--------------|-------------------|
| A | 95%+ |
| A- | 90% - 94.9% |
| B+ | 87% - 89.9% |
| B | 84% - 86.9% |
| B- | 80% - 83.9% |
| C+ | 77% - 79.9% |
| C | 74% - 76.9% |
| C- | 70% - 73.9% |
| D+ | 67% - 69.9% |
| D | 64% - 66.9% |
| D - | 60% - 63.9% |
| F | 59% and lower |

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century