

Statewide IT Bridge Curriculum

Contextualized Career Awareness Module

Outcome #1 - Search jobs online; use a Google Docs template to create a customized résumé

Module Content - Navigate and use the functions of a word processing application; create a résumé using a template; work collaboratively with peers in groups

Targeted ABE/ASE Content Standards -

5.R.CI.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text.

5.R.FW.2 Use information tools to manage and perform work responsibilities. **d)** Perform job seeking activities on the computer

5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5.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.

5.S.CC.2 Demonstrate active listening skills

Targeted ESL Content Standards -

ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.

ELP Standard 5 / AE.5.2 Gather information from multiple print and digital sources.

ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.

ELP Standard 7 / AE.7.2 Use a wider range of complex general academic and content-specific words and phrases.

ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.

ELP Standard 2 / AE.2.2 Build on the ideas of others.

ELP Standard 2 / AE.2.3 Express his or her own ideas.

Targeted IL IEL/CE Competencies -

EM1. Identify job titles, responsibilities, wages, and places of work.

EM3. Identify typical steps in obtaining a job.

EM4. Complete a job application (paper or online), resume, or cover letter.

Activities & Resources - Conduct a job search and create a résumé

Activity 1: Searching for jobs online

- Watch YouTube video <https://youtu.be/afKwiLCUtEQ>
- Practice using job search engines effectively and setting up job alerts.

Activity 2: Internet job search

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- Using www.indeed.com, conduct a search for a job in your area for which you'd like to apply.
- Record your initial findings.
- Try modifying your search terms. Do you notice a difference in the results? Record any additional job postings you uncovered during your revised search.
- Create a job alert to stay up to date about the latest job postings. Use this video to show students how to set up alerts for Indeed.com: https://youtu.be/sNOJ1cIlnWw?si=wwk-gbZHd_zl5Wo7

Activity 3: What makes a good résumé?

- View these YouTube videos and make notes:
 - '8 Tips for Writing a Winning Resume' <https://youtu.be/u75hUSShvinc>
 - 'We showed real résumés to an expert and the feedback was brutal' <https://www.youtube.com/watch?v=VDFqGi-lrD0>
 - '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 a sample résumé provided by the instructor: Based on what you learned from the videos, is this a good or bad résumé? How could it be improved? (Sample résumé [here](#))
- Other topics to cover:
 - Why you need a résumé
 - What headings and categories you should include on a résumé
 - Résumé formats
 - Résumé tips and strategies
 - Prepare 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
- Demonstrate how to locate résumé templates
- Demonstrate 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 **Google Application Launcher** (nine dots in upper right corner)
 - Identify Drive icon and Google Docs icon

Practice: Students create a practice résumé as follows:

1. Open a new Google Doc
2. Go to the template gallery, review the list of templates for Resumes, and click one to select
3. Add your name, job title, and contact details
4. Add a list of your skills, add your experience, add your education

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5. Add any awards or recognition you have received
6. Name the file as “**your name-résumé 1**”

Activity 7: Challenge: Create your own customized résumé

- Watch the video tutorial ‘Google Docs Tutorial - 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: Preparing your résumé for online distribution

- Prepare a résumé for the Internet
- Watch the video ‘Preparing your resume for the internet’ <https://youtu.be/q6xb8fcHPQs>
- Email your résumé
- Create and format a plain-text résumé
- Use this lesson for additional résumé formatting tips: <https://edu.gcfglobal.org/en/resumewriting/preparing-your-resume-for-the-internet/1/>

Assessment -

Recorded notes from initial online job search
Group discussion on sample résumé
Completed résumé

ELL Supports / Instructor Notes -

Acknowledge that some students may not have held a formal job yet, or perhaps have not been employed in this country. Encourage them to think of transferable skills they have that could be included on a résumé (parenting, budgeting, cooking skills, etc.).

Outcome #2 - Identify career opportunities and examine products and apps developed by workers connected to the IT career cluster

Module Content - Explore career options; discuss career pathways; apply career knowledge to technology output

Targeted ABE/ASE Content Standards -

5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5.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.

5.S.PK.5 Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.

Targeted ESL Content Standards -

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ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.

ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.

ELP Standard 2 / AE.2.2 Build on the ideas of others.

ELP Standard 2 / AE.2.3 Express his or her own ideas.

ELP Standard 9 / AE.9.2 Introduce and develop an informational topic with facts, details, and evidence.

Targeted IL IEL/CE Competencies -

EM1. Identify job titles, responsibilities, wages, and places of work.

Activities & Resources -

Explore information technology career pathways and careers; create practical application

Activity 1: Create an app

- Give the students 60 seconds to brainstorm on scratch paper about a time they've used technology in the past few days.
- Take 60 seconds for students to share their list with a neighbor.
- Have a few students share with the class a time they've used technology.
- Discuss some applications on the internet, smart phones, or cars (i.e., Facebook, Google, Yelp, Pandora, What'sApp, e-readers, Instagram, Check Engine light, navigation).
- Distribute the "Let's Make an App!" handout to each student (located in the [IT Bridge Career Awareness Resources](#) document), 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.

Assessment -

Completed "Let's Make an App!" handout
Brief presentation of their finished app

ELL Supports / Instructor Notes -

Consider pairing students by first language, if possible, to make the partnerships most effective. Allow a longer work time to complete the activity, if needed.

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Outcome #3 - Investigate the role of technology in society, the Information Technology career cluster and pathways, and requirements for entrance into college

Module Content -

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

Targeted ABE/ASE Content Standards -

5.R.FW.2 Use information tools to manage and perform work responsibilities. **d)** Perform job seeking activities on the computer

5.W.PD.4 Use technology, including the Internet, to research, evaluate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and display information flexibly and dynamically.

5.W.WL.3 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5.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.

5.S.CC.2 Demonstrate active listening skills.

Targeted ESL Content Standards -

ELP Standard 5 / AE.5.1 Carry out both short and more sustained research projects to answer a question.

ELP Standard 5 / AE.5.2 Gather information from multiple print and digital sources.

ELP Standard 7 / AE.7.1 Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.

ELP Standard 2 / AE.2.1 Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.

ELP Standard 2 / AE.2.2 Build on the ideas of others.

ELP Standard 2 / AE.2.3 Express his or her own ideas.

Targeted IL IEL/CE Competencies -

EM1. Identify job titles, responsibilities, wages, and places of work.

EM5. Identify local employment agencies, training agencies, and/or resource centers.

SC1. Identify how schools are organized in the U.S. school system (i.e., preschool through college).

Activities & Resources -

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” in the Resources document.

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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):
 - Manage personal schedule and contact information
 - Create memos and notes
 - Use email to communicate within and across organizations
 - Use email to share files and documents
 - Search for information and resources
 - Access and evaluate internet resources
 - Prepare simple documents and other business communications
 - Prepare reports and other business communication, integrating graphics and other non-text elements
 - Prepare complex publications
 - Prepare presentations for training, sales, and information sharing
 - Deliver presentations with supporting materials

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:

- What is the history of the Information Technology career cluster?
- How is technology used in the workplace?
- What are some career specialties in this career cluster?
- What are some of the most important developments in this field?
- What skills and training should a student interested in this cluster develop?
- What classes would you recommend to someone interested in Information Technology careers?
- What school and community activities would you recommend to someone interested in Information Technology careers?
- What kind of training after high school is common for people interested in this cluster?
- What are the employment prospects in this career cluster?
- What is the earning power of someone trained in Information Technology?
- What kind of personal characteristics does a person in Information Technology generally have?
- Who are the employers of Information Technology workers?
- What are the advantages of being in Information Technology? The disadvantages?
- How do you view the future growth of career specialties in the Information Technology career cluster?
- Is there a waiting list for students who wish to study your career in community or four-year colleges?

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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 (located in the [IT Bridge Career Awareness Resources](#) document) 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 class.

NOTE: Give the speaker or IT class the student-developed questions before they visit your class.

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

- Send to the speaker/class.

Activity 6: Identify the career pathways in the Information Technology cluster by creating a Google Slides or PowerPoint project on one pathway.

NOTE: Review with students the handout “Criteria for IT Slides Project” (located in the [IT Bridge Career Awareness Resources](#) document) so they understand the requirements.

- 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.
- Presentation projects will include a written paragraph explaining each member’s participation and the anticipated grade for the group’s project.
- Present slide projects to the class.

Assessment -

Completed “*College Entrance Requirements Search*” handout

Completed slides or multimedia project on chosen IT career pathway

Completed paragraph explaining member participation and anticipated grade for project

ELL Supports / Instructor Notes -

Consider giving students the potential list of questions for the guest speakers in advance of the class discussion/decision-making so ELL students have time to process the vocabulary and improve their comprehension.

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Outcome #4 - Survey career information for practical application

Module Content -

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

Targeted ABE/ASE Content Standards -

5.R.CI.3 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by particular details; provide an objective summary of the text.

5.R.FW.2 Use information tools to manage and perform work responsibilities. **d)** Perform job seeking activities on the computer

5.W.TT.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

5.W.WL.7 Gather relevant information from multiple print and digital sources to support analysis, reflection, and research.

5.W.CS.1 Demonstrate command of the conventions of standard English grammar and usage when writing.

Targeted ESL Content Standards -

ELP Standard 1 / AE.1.1 Determine a central idea or theme in oral presentations and spoken and written texts.

ELP Standard 5 / AE.5.1 Carry out both short and more sustained research projects to answer a question.

ELP Standard 5 / AE.5.2 Gather information from multiple print and digital sources.

ELP Standard 9 / AE.9.2 Introduce and develop an informational topic with facts, details, and evidence.

ELP Standard 10 / AE.10.1 Use increasingly complex phrases.

Targeted IL IEL/CE Competencies -

EM1. Identify job titles, responsibilities, wages, and places of work.

EM6. Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).

Activities & Resources -

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.

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- Have students work in pairs to complete the “*IT Career Cluster Scavenger Hunt*” handout (located in the [IT Bridge Career Awareness Resources](#) document).

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, Arial font, 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
 - Interest Profiler
 - SKILLS Profiler
 - Work Importance Locator
 - Career Cluster Profiler
- Students complete the Career Cluster Interest Inventory in IL workNet Employment 101 section.
- Students 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.

Assessment -

Completed Career Cluster scavenger hunt
Completed Career Cluster Interest Inventory on IL workNet
Completed research paper

ELL Supports / Instructor Notes -

ELL students may benefit from teacher-student consultations during the writing process. Consider using peer evaluation as a feedback tool as well.