

8<sup>th</sup> Grade Career Exploration  
Reporting Cluster: Career Exploration

Cluster/Topic/Concepts	Bodies of Evidence (BOE's)	Vocabulary	Level 4 Ideas:	Skills
<p><b>Cluster:</b> Career Exploration</p> <p><b>Topic:</b> Career Exploration</p> <p><b>Concepts Covered:</b></p> <ul style="list-style-type: none"> <li>Career Exploration</li> </ul> <p><b>Topic ID/Campus Coding:</b> BUS8-CE-1</p>	<ul style="list-style-type: none"> <li>Common Formative Assessment (CFA)</li> </ul> <p>Other options to include:</p> <ul style="list-style-type: none"> <li>District Approved Career Education program</li> <li>Teacher-developed projects</li> </ul>	<ul style="list-style-type: none"> <li>Career</li> <li>Job</li> <li>Qualifications</li> <li>Salary</li> <li>Income</li> <li>Employability Skills</li> <li>Entrepreneur</li> <li>Interests</li> <li>Degree</li> </ul>	<p><b>Learning Target:</b> Research and produce the materials needed or required for the job application process.</p> <p><b>Evidence/Activities:</b> Students research and prepare materials needed for potential career, such as: cover letter, resume, and references.</p>	<p><b>Career Exploration Skills</b></p> <ul style="list-style-type: none"> <li>Generalize the relationship between education, work experience income and career planning.</li> <li>Describe how and why people choose entrepreneurship</li> <li>Select appropriate career clusters and target focus based on individual skills and interests.</li> <li>Identify and demonstrate career readiness skills</li> </ul>
<b>Scales</b>			<b>Content Standards</b>	
<b>4</b>	In addition to exhibiting level 3 performance, students demonstrate in-depth inferences and applications that go beyond the goal.		Meets <b>Iowa Code section 279.61</b>	
<b>3</b>	Students demonstrate they have developed the understanding of: <ul style="list-style-type: none"> <li>Make and defend an individual career plan</li> <li>Describe the relationship between skills needed and career options</li> <li>Determine individual strengths/weaknesses and relate those to career options</li> </ul>		<p><b>National Business Education Association:</b> I Strategic Career Planning: Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan.</p> <p><b>National Business Education Association:</b> II Career Exploration &amp; Research: Utilize career resources to develop a career information portfolio that includes international career opportunities.</p> <p><b>National Business Education Association:</b> III Career Readiness Expectations: Relate the importance of career readiness skills to career development</p>	
<b>2</b>	<p>Students will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> <li>career, job, qualifications, salary, income, employability skills, career clusters, entrepreneur</li> <li>Identify a career goal</li> <li>Select from a list individual interests, skills, abilities</li> </ul> <p><b>State of Iowa Required 8<sup>th</sup> Grade Components</b></p> <ul style="list-style-type: none"> <li>Create an electronic student portfolio</li> <li>Complete a career interest assessment</li> <li>Complete a career cluster assessment and identify a career cluster of interest</li> <li>Build a course plan for high school/postsecondary</li> </ul>			