

Lesson Title

Cluster
Orientation

**Cluster
Pathway**
All

**Essential
Question**

What career
areas are
available in the
workforce?

TEKS

Career Portals:
(1)(A)(B)
(2)(A)(B)
(6)(A)

**Prior Student
Learning**

None

Estimated time

150 minutes/3
class periods

Objectives

- Identify the 16 national career clusters
- Identify personal career interest areas
- Navigate through the O*NET and Bureau of Labor Statistics websites

Materials/Equipment/Handouts Needed

- What's My Line Activity
- Orientation Vocabulary handout
- Clusters Matching Activity
- Clusters Matching Activity Key
- Clusters PPT
- Clusters Presentation Outline
- Clusters Student Guide
- Work Importance Locator Activity
- Work Importance Locator Activity Rubric
- My Top Three form
- Growth and Pay Activity
- Growth and Pay Activity Worksheet
- Growth and Pay Activity Rubric
- Computers
- What Did You Learn Non-stop Writing activity
- Orientation Quiz
- Orientation Quiz key

Introduction/Engage

- What's My Line Activity

Activities

- Distribute and review the Orientation Vocabulary handout
- Class participation in the Clusters Matching Activity
- Teacher presentation of cluster information using the Clusters Power Point while students complete the Clusters Student Guide
- Review Work Importance Locator (WIL) Activity, the WIL activity rubric and the directions provided with the Work Importance Locator files with students; have students complete the Work Importance Locator Activity
- Have students identify and document their top three careers on the My Top Three form
- Review the Growth and Pay worksheet and rubric with the students; have students use computers and complete the Growth and Pay Activity to find career information using O*net and bls.org

Lesson Closure

- Students complete the What Did You Learn Speed Writing Activity

Assessment

- Orientation Quiz

Extension

- Using a newspaper help wanted section, have students identify the cluster of job offerings and provide a count of how many jobs are offered in each cluster

Accommodations for Learning Differences

- Accommodations Manual
- Guidelines and Procedures for Adapting Instructional Materials
- Sample Curriculum Customizations for Learning Differences
- Lesson Plan/Curriculum Modification Checklist
- Instructor Format for Curriculum Customization for Learning Differences



WHAT'S MY LINE?

Materials needed:

This document and a timer

TEKS:

(1)(A)

Approximate time:

15 minutes

Open the class using this activity. Explain to the students that if you were not a teacher, there are other opportunities you might like to explore. Tell them you want them to guess the names of some of the occupations that might interest you.

Divide the class into four groups. Explain that you will give a clue about the occupation and starting with group 1, the group may ask "yes" or "no" questions only to narrow down the occupation. As long as the answer to the question is "yes" they may keep asking questions. As soon as a "no" answer is given, move to group 2, and so on. First group to guess the name of the occupation wins that round. Each occupation guess time is limited to four minutes.

Start the timer and begin.

Several occupations and clues are given below. Feel free to add additional careers and/or clues. Begin by giving one clue only. If things bog down, give another clue.

If the occupation has not been guessed in four minutes, it is considered a "no-win." Tell them the name of the career, reset the timer, and start the next occupation. Since you started with Group 1 with the first occupation, start with Group 2 for the second occupation, and so on.

Acupuncturist

- Treat patients using tools such as cups, ear balls, seeds, pellets, needles, and nutritional supplements
- Analyze physical findings and medical histories to make diagnoses according to Oriental medicine traditions

Truck Driver

- Collect delivery instructions from appropriate sources
- Secure cargo for transport
- Inventory and inspect goods to be moved
- Check vehicles to ensure that mechanical, safety, and emergency equipment is in good working order

Faller (Lumberjack)

- Appraise trees for certain characteristics, such as twist, rot, and heavy limb growth
- Control the direction of a tree's fall by scoring cutting lines with axes
- Trim off the tops and limbs of trees, using chainsaws, delimiters, or axes

Taste tester (Food Science Technician)

- Taste or smell foods or beverages to ensure that flavors meet specifications
- Provide assistance to food scientists or technologists in research and development, production technology, or quality control

Actuary

- Analyze statistical information to estimate mortality (how long a person will live)
- Construct probability tables for events such as fires, natural disasters, and unemployment
- Tell insurance companies how much they need to charge in order to make money

Source: O*net OnLine, <http://www.onetonline.org/>

After all of the occupations have been identified, ask the following questions:

1. Were some occupations more difficult to identify than others?
2. Were some of the titles different from what you thought? What would you name the occupations if you were going to rename them?
3. Did you think the clues given about the occupations were accurate?
4. What kind of occupations do you think are unusual? rare? desirable?

ORIENTATION VOCABULARY

Job: The specific position in which a person is employed, e.g. Field reporter for the Daily News

Occupation: A wide category of jobs that have similar characteristics, skills and/or work responsibilities; an occupation often includes different employers, e.g. Newsperson

Career: The body of work -- all jobs and occupations -- and life experiences that a person experiences during his or her lifetime, e.g. Journalist

Let's say a person starts out employed as a field reporter for the Daily News. That is their **job**.

Then, they are promoted to a position of assistant editor. Later, the local TV station hires them to report the evening news. The occupation they have is newspaper. During this time, they work part time at a local department store to earn extra money. Their position as sales clerk is a job, but is not part of their **occupation**.

A few years later they are given the opportunity to write travel and food columns for a magazine. Their life **career** can be classified as a journalist and sales clerk.

Source: <http://www.gssfuturefocus.org/the-difference-between-job-amp-career.html>

Bureau of Labor Statistics: A unit of the United States Department of Labor that collects facts related to labor economics

Career Aptitude Test: A test that helps determine potential occupations based on an individual's unique skills

Career interest survey: A career guidance tool that allows a person to respond to questions and identifies occupations based on their interests and activities

Cluster: A grouping of occupations based on common knowledge and skills

Pathway: Small groups of occupations within a career cluster based on common knowledge and skills

O*net: A free online database with detailed descriptions of occupations

O*net-soc code: A combination of two abbreviations; O*net stands for "Occupational Information Network;" SOC stands for "Standard Occupational Classification"

Sources:

<http://www.bls.gov/>

<http://www.careertech.org/>

<http://www.iseek.org/>

<http://www.okcareertech.org/>

<http://www.onetonline.org/>

<http://www.rasmussen.edu/>

16 CLUSTERS

Materials needed: Cluster logo cards, Cluster description cards, (optional) Cluster posters (<http://cte.unt.edu/media>), (<http://www.region4store.com/catalog.aspx?catid=347864>)

TEKS: (1)(A)

Approximate time: 10 minutes

Teacher Directions:

If possible, print the Logo chart and Description Chart on heavier paper

Cut out the cluster logos from the Logo chart

Cut out the descriptions from the Description chart

Divide your class into two groups

Pass out the logos to one of the groups and the descriptions to the other group

Instruct the students to find person with the description or logo that matches their “card”

After all have found their match, have each pair present the cluster and description; if you have posters, hold up the poster or project an image of it for the class to see

“What if I don’t have 32 students in my class? How do I make this work?”

Simply give two logos (or more) to each student in one of the groups. Then give two descriptions (or more) to each student in the other group. Make certain that descriptions are paired together to match the clusters. For example, if a student in the logo group receives Agriculture and Transportation logos, a student in the descriptions group should receive the descriptions for Agriculture and Transportation.

LOGO CHART

<p>A</p>  <p>Agriculture, Food & Natural Resources</p>	<p>B</p>  <p>Architecture & Construction</p>	<p>C</p>  <p>Arts, AV Technology & Communications</p>	<p>D</p>  <p>Business Management & Administration</p>
<p>E</p>  <p>Education & Training</p>	<p>F</p>  <p>Finance</p>	<p>G</p>  <p>Government & Public Administration</p>	<p>H</p>  <p>Health Science</p>
<p>I</p>  <p>Hospitality & Tourism</p>	<p>J</p>  <p>Human Services</p>	<p>K</p>  <p>Information Technology</p>	<p>L</p>  <p>Law, Public Safety & Security</p>
<p>M</p>  <p>Manufacturing</p>	<p>N</p>  <p>Marketing</p>	<p>O</p>  <p>Science, Technology, Engineering & Mathematics</p>	<p>P</p>  <p>Transportation, Distribution & Logistics</p>

The career clusters icons above are used with permission of the States' Career Clusters Initiative, 2007. For more information, visit www.careerclusters.org

DESCRIPTION CHART

<p>1 Careers that focus on investment, banking, insurance and money management</p>	<p>2 Those employed in careers that relate to counseling, family and community services, personal care and consumer services</p>	<p>3 Those who provide legal and protective services, including homeland security and technical support</p>	<p>4 Those in research and development of new products, testing, and designing in areas such as aerospace, chemical, electronic and physics</p>
<p>5 Careers involved in the designing and building and maintaining built structures</p>	<p>6 Careers that focus on developing and maintaining efficient and productive business operations</p>	<p>7 Careers that plan and manage the movement of people, materials and goods</p>	<p>8 Careers involved in the processing of raw materials into a finished product</p>
<p>9 Careers that focus on the production and marketing of commodities and resources such as food and animal products/resources</p>	<p>10 Careers at the local, state and national levels that focus on community planning, national security, taxation and regulations</p>	<p>11 Careers involved in planning, managing and performing marketing activities to reach organizational objectives</p>	<p>12 Those involved in the visual and performing arts, including journalists, artists, designers and entertainers</p>
<p>13 Those involved in services such as medical care, diagnostic services and biotech research</p>	<p>14 Careers that provide teaching, instruction and learning support services</p>	<p>15 Occupations related to the development of technical hardware, software, multimedia and systems services</p>	<p>16 Those who operate hotels, restaurants, recreation businesses and travel services</p>



16 CLUSTERS ACTIVITY KEY

A9 Agriculture: Careers that focus on the production and marketing of commodities and resources such as food and animal products/resources

B5 Architecture and Construction: Careers involved in the designing and building and maintaining built structures

C12 Arts, A/V Technology & Communication: Those involved in the visual and performing arts, including journalists, artists, designers and entertainers

D6 Business Management & Administration: Careers that focus on developing and maintaining efficient and productive business operations

E14 Education and Training: Careers that provide teaching, instruction and learning support services

F1 Finance: Careers that focus on investment, banking, insurance and money management

G10 Government and Public Administration: Careers at the local, state and national levels that focus on community planning, national security, taxation and regulations

H13 Health Science: Those involved in services such as medical care, diagnostic services and biotech research

I16 Hospitality and Tourism: Those who operate hotels, restaurants, recreation businesses and travel services

J2 Human Services: Those employed in careers that relate to counseling, family and community services, personal care and consumer services

K15 Information Technology: Occupations related to the development of technical hardware, software, multimedia and systems services

L3 Law, Public Safety, Corrections & Security: Those who provide legal and protective services, including homeland security and technical support

M8 Manufacturing: Careers involved in the processing of raw materials into a finished product

N11 Marketing: Careers involved in planning, managing and performing marketing activities to reach organizational objectives

O4 Science, Technology, Engineering & Mathematics: Those in research and development of new products, testing, and designing in areas such as aerospace, chemical, electronic and physics

P7 Transportation, Distribution & Logistics:
Careers that plan and manage the movement of people, materials and goods



CLUSTER PRESENTATION OUTLINE

- I. In today's workforce there are 16 divisions or clusters by which all occupations are identified based on work activities and responsibilities.
- II. Within each of these 16 clusters, are subgroups or pathways that further group the occupations based on similarities of work activities and responsibilities.
- III. The 16 clusters are:
 - A. Agriculture:**

Occupations that focus on the production and marketing of commodities and resources such as food and animal products and resources; there are 8 pathways in this cluster

 1. Occupations include forest and conservation worker, animal breeder, veterinarian, and geological and petroleum engineers
 - B. Architecture and Construction:**

Occupations involved in the design and building of new structures, and maintenance of existing structures; there are three pathways in this cluster

 1. Occupations include: environmental engineers, architects, construction manager and civil engineers
 - C. Arts, A/V Technology & Communication:**

Those involved in the visual and performing arts, including journalists, artists, designers and entertainers; there are five pathways in this cluster

 1. Occupations include: audio and video equipment technician, set and exhibit designer, art director and broadcast news analyst
 - D. Business Management & Administration:**

Occupations that focus on developing and maintaining efficient and productive business operations; there are six pathways in this cluster

 1. Occupations include: cost estimator, advertising sales agent, general operations manager and marketing
 - E. Education and Training:**

Occupations that provide teaching, instruction and learning support services; there are three pathways in this cluster

 1. Occupations include: training and development manager, education administrator, elementary school teachers and Business teacher, postsecondary
 - F. Finance:**

Occupations that focus on investment, banking, insurance and money management; there are four pathways in this cluster

 1. Occupations include: financial analyst, actuary, economist and accountant

G. Government and Public Administration:

Occupations at the local, state and national levels that focus on community planning, national security, taxation and regulations; there are seven pathways in this cluster

1. Occupations include: emergency management specialist, urban and regional planner, tax examiner and postal service mail carrier

H. Health Science:

Those involved in services such as medical care, diagnostic services and biotech research; there are five pathways in this cluster

1. Occupations include: physical therapist, registered nurse, physician and medical scientist

I. Hospitality and Tourism:

Those who operate hotels, restaurants, recreation businesses and travel services; there are four pathways in this cluster.

1. Occupations include: interpreter and translator, concierge, lodging manager and chef and/or head cook

J. Human Services:

Those employed in occupations that relate to counseling, family and community services, personal care and consumer services; there are five pathways in this cluster

1. Occupations include: mental health counselor, social and human services assistant, clergy and marriage and family therapist

K. Information Technology:

Occupations related to the development of technical hardware, software, multimedia and systems services; there are four pathways in this cluster

1. Occupations include: network systems analyst, computer software engineer, computer hardware engineer and electronics engineers

L. Law, Public Safety, Corrections & Security:

Those who provide legal and protective services, including homeland security and technical support; there are five pathways in this cluster

1. Occupations include: paralegal, firefighter, police officer and judge

M. Manufacturing:

Occupations involved in the processing of raw materials into a finished product; there are six pathways in this cluster

1. Occupations include: medical equipment repairer, welder, chemist and engineering manager

N. Marketing

Occupations involved in planning, managing and performing marketing activities to reach organizational objectives; there are seven pathways in this cluster

1. Occupations include: market research analyst, public relations specialist, marketing manager and advertising and promotions manager

O. Science, Technology, Engineering & Mathematics:

Those in research and development of new products, testing, and designing in areas such as aerospace, chemical, electronic and physics; there are two pathways in this cluster

1. Occupations include: solar energy engineer, forensic science technician, physicist and robotics engineer

P. Transportation, Distribution & Logistics:

Occupations that plan and manage the movement of people, materials and goods; there are seven pathways in this cluster

1. Occupations include: airline pilot, aircraft cargo supervisor, storage and distribution manager and ship captain



ORIENTATION STUDENT GUIDE

- I. In today's workforce there are _____ divisions or clusters by which all occupations are identified based on work activities and responsibilities.
- II. Within each of these 16 clusters, are subgroups or _____ that further group the occupations based on similarities of work activities and responsibilities.
- III. The 16 clusters are:
 - A. Agriculture:**

Occupations that focus on the production and marketing of commodities and resources such as _____ and animal products and resources; there are 8 pathways in this cluster

 1. Occupations include forest and conservation worker, animal breeder, veterinarian, and geological and petroleum engineers
 - B. Architecture and Construction:**

Occupations involved in the design and building of new structures, and maintenance of existing _____; there are three pathways in this cluster

 1. Occupations include: environmental engineers, architects, construction manager and civil engineers
 - C. Arts, A/V Technology & Communication:**

Those involved in the visual and performing arts, including journalists, _____, designers and entertainers; there are five pathways in this cluster

 1. Occupations include: audio and video equipment technician, set and exhibit designer, art director and broadcast news analyst
 - D. Business Management & Administration:**

Occupations that focus on developing and maintaining efficient and productive _____ operations; there are six pathways in this cluster

 1. Occupations include: cost estimator, advertising sales agent, general operations manager and marketing
 - E. Education and Training:**

Occupations that provide teaching, instruction and learning _____ services; there are three pathways in this cluster

 1. Occupations include: training and development manager, education administrator, elementary school teachers and Business teacher, postsecondary
 - F. Finance:**

Occupations that focus on _____, banking, insurance and money management; there are four pathways in this cluster

 1. Occupations include: financial analyst, actuary, economist and accountant

G. Government and Public Administration:

Occupations at the local, state and national levels that focus on community _____, national security, taxation, and regulations; there are seven pathways in this cluster

1. Occupations include: emergency management specialist, urban and regional planner, tax examiner and postal service mail carrier

H. Health Science:

Those involved in services such as medical care, diagnostic services and biotech _____; there are five pathways in this cluster

1. Occupations include: physical therapist, registered nurse, physician and medical scientist

I. Hospitality and Tourism:

Those who operate _____, restaurants, recreation businesses and travel services; there are four pathways in this cluster.

1. Occupations include: interpreter and translator, concierge, lodging manager and chef and/or head cook

J. Human Services:

Those employed in occupations that relate to counseling, family and _____ services, personal care, and consumer services; there are five pathways in this cluster

1. Occupations include: mental health counselor, social and human services assistant, clergy and marriage and family therapist

K. Information Technology:

Occupations related to the _____ of technical hardware, software, multimedia and systems services; there are four pathways in this cluster

1. Occupations include: network systems analyst, computer software engineer, computer hardware engineer and electronics engineers

L. Law, Public Safety, Corrections & Security:

Those who provide legal and protective services, including _____ security and technical support; there are five pathways in this cluster

1. Occupations include: paralegal, firefighter, police officer, and judge

M. Manufacturing:

Occupations involved in the processing of ___ materials into a finished product; there are six pathways in this cluster

1. Occupations include: medical equipment repairer, welder, chemist and engineering manager

N. Marketing

Occupations involved planning, managing and performing marketing activities to reach organizational _____; there are seven pathways in this cluster

1. Occupations include: market research analyst, public relations specialist, marketing manager and advertising and promotions manager

O. Science, Technology, Engineering & Mathematics:

Those in research and development of new products, testing and designing in areas such as _____, chemical, electronic and physics; there are two pathways in this cluster

1. Occupations include: solar energy engineer, forensic science technician, physicist and robotics engineer

P. Transportation, Distribution & Logistics:

Occupations that plan and manage the _____ of people, materials and goods; there are seven pathways in this cluster

1. Occupations include: airline pilot, aircraft cargo supervisor, storage and distribution manager and ship captain



WORK IMPORTANCE LOCATOR ACTIVITY

Materials needed:

- Work Importance Locator (WIL) files
- Printed copies of the activity for each student
- My Top Three document
- Work Importance Locator Activity Rubric

TEKS:

- (1)(A), (2)(B)

Approximate time:

30–45 minutes

Directions:

1. First download the files necessary for administering the WIL. The files are found at: <http://www.onetcenter.org/WIL.html?p=3>
2. Descriptions for each of the files are found at: http://www.onetcenter.org/dl_tools/WIL-read-me.pdf
3. Be certain to read through and follow the directions provided. At the time of this writing, those directions were found in the “Users Guide” file.
4. Print the necessary materials for each student.
5. After the students have completed the activity, have each student identify the top three occupations they prefer and record those activities on the My Top Three document.
6. It is recommended that they keep this document to be included in the portfolio activity later. The teacher should also have a record of the top three occupations for each student.

WORK IMPORTANCE LOCATOR RUBRIC

Name: _____

Period: _____

Instructions: Use the following Rubric to evaluate the Careers Research Projects.

	Excellent (22-25)	Good (17-21)	Needs Improvement (0-16)	Points Earned/ Comments
Quality of Content	Student included all necessary information for completion of project; activity was thorough and accurate	Student included most of the required information for completion of project; activity was accurate	Student did not include all necessary information for completion of project; activity was not thorough and/or accurate	Total Score: _____
Followed Directions	Student followed directions step by step	Student followed directions with the exception of 1 or 2 directions	Student failed to follow directions	
Participation	Student stayed focused and active on the activity the entire time of the activity; results appeared to be sincere	Student stayed focused and active on the activity most of the time of the activity; results appeared to be sincere	Student had to be reminded to work on the activity; results did not appear to be sincere	
My Top Three	Occupations listed are a result of the WIL; All three occupations are listed; easy to read	Occupations listed are a result of the WIL; only two occupations are listed; easy to read	Occupations listed are not a result of the WIL; does not include three occupations; not easy to read	

Total Score: _____



MY TOP THREE

After having completed the Work Importance Locator activity, I have identified my top three preferred occupations. They are:

Occupation Title	Occupational Code
1. _____	_____
2. _____	_____
3. _____	_____

Print your name

Signature

Date



GROWTH AND PAY ACTIVITY

Teacher Directions

Materials needed:

- Completed My Top Three form for each student
- Online computer for each student
- Growth and Pay Worksheet for each student
- Copies of the Growth and Pay Worksheet Rubric for each student

TEKS:

- (1)(A), (2)(B), (6)(A)

Approximate time:

20-30 minutes

Directions:

The purpose of this activity is to familiarize the students with O*net and BLS websites. In addition, each student will identify important information regarding the top three occupations selected from the WIL activity.

1. Provide each student a copy of the Growth and Pay Worksheet.
2. Review the directions and rubric with them. If possible, project the two web sites and demonstrate how to find the information required. Use an occupation that your students are unlikely to have selected.
3. Direct the students to a computer to complete the Growth and Pay Worksheet. If some students have difficulty using a computer, an option would be to pair the students with someone who is familiar with navigating online.
4. After the worksheet is completed, review their results. Ask group questions such as “Who has the highest median wage?” “Who has the highest projected growth?” and “Why do you think O*net and BLS might have different information?” In addition, you might ask which is most important, growth or pay. You might probe to find if students have any criteria for choosing an occupation that is different from growth and pay. What are those criteria?
5. Grade the activity using the Growth and Pay Worksheet Rubric.



GROWTH AND PAY WORKSHEET

Name: _____ Period: _____

Often, the two most important pieces of information to a person considering an occupation are:

1. **Growth** – How fast that occupation is growing in terms of new jobs, which might indicate demand and how easy it might be to get a job
2. **Pay** –Average pay for that occupation as an indicator of what they could expect to make

Directions:

1. Go online to www.onetonline.com. For each of the top three occupations you selected, find the average national wages and projected growth. Enter your findings below for each of the occupations.

Get to the O*net occupation information page by entering the occupational code in the "Occupation Quick Search" box located in the upper right hand corner of the page.

Scroll to near the bottom of the page to "Wages & Employment Trends." The median wages and projected growth are listed here.

A. _____
(Occupation title)

(Median wage)

(Projected growth)

B. _____
(Occupation title)

(Median wage)

(Projected growth)

C. _____
(Occupation title)

(Median wage)

(Projected growth)

2. On the next page enter the median wage for the state of Texas for each of the three occupations. You can find this information by clicking on the “Local Salary Info” button next to “State wages,” and selecting Texas as your state.

A. _____
(Occupation title) (Texas median wage)

B. _____
(Occupation title) (Texas median wage)

C. _____
(Occupation title) (Texas median wage)

3. Another source for occupation information is the Bureau of Labor Statistics (BLS). Go to their website at: www.bls.gov. In the search box located in the upper right hand corner of the page, enter the occupation title or the *first six* numbers only of the occupational code. (Example: If the O*net occupational code is 17-1011.00, then enter 17-1011, including the hyphen.)

For each of your top three occupations enter the 50% median wage below.

A. _____
(Occupation title) (BLS median wage)

B. _____
(Occupation title) (BLS median wage)

C. _____
(Occupation title) (BLS median wage)

4. Does the wage for each of the occupations differ in the BLS data? Is it higher or lower?

5. What are possible causes for differences in the two sources, if any?



RUBRIC FOR GROWTH AND PAY ACTIVITY

Name: _____ Period: _____

Evaluation Criteria	Available Points	Points Earned	Comments
Followed directions Were all the requirements met fully? All questions answered completely?	25		
Grammatically correct Is the worksheet free from grammatical errors?	25		
Degree of Difficulty Did the student put effort into the project?	25		
Accuracy Do the results accurately reflect the information given in the websites?	25		
Total	100		

Point Conversion

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = F



WHAT DID YOU LEARN NON-STOP WRITING ACTIVITY

Materials needed:

Paper, pen/pencil

TEKS:

(1)(A)&(B)

(2)(A)&(B)

(6)(A)

Approximate time:

10 minutes, but flexible to meet teacher needs

Directions:

1. Tell the students that this activity is to find out what they can remember from this lesson and to help them prepare for the quiz.
2. Tell the students to get out a piece of blank paper and pen or pencil.
3. Inform the students they will have 5 minutes to write down everything and anything they remember from this lesson.
4. Tell the students that when you say **GO**, they are to begin writing everything about the lesson they can recall. They are not to stop writing. Their pen or pencil must be writing at all times.
If they come to a place they cannot recall anything new, they are to write the last thing they wrote again... and again, until they think of something new.
5. When the five minutes are up, collect the papers and randomly select papers to read. The repetition of information provides some humor, but be careful not to ridicule. The repetition also re-enforces the information.
6. Be certain to remind them of important information that was not written on any of the papers, especially if it is included on the Orientation Quiz.



ORIENTATION QUIZ

Name: _____ Date: _____ Period: _____

Directions:

Indicate the correct answer to the following questions by circling the letter in front of the choice that is the most correct.

1. A career is:
 - a. an occupation
 - b. the body of work in a person's lifetime
 - c. the specific position in which a person is employed
 - d. a wide category of jobs with similar characteristics

2. An occupation is:
 - a. a cluster
 - b. the body of work in a person's lifetime
 - c. the specific position in which a person is employed
 - d. a wide category of jobs with similar characteristics

3. According to the vocabulary handout, which of the following would be a job:
 - a. Sales clerk at Acme Department Store
 - b. Salesperson
 - c. Entrepreneur
 - d. Taking out the trash

4. For what do the initials "BLS" stand?
 - a. Bureau of Labor Statistics
 - b. Bureau of Labor Standards
 - c. Bacon and Lettuce Sandwich
 - d. Business and Labor Standards

5. A test that helps determine occupations based on skills is a career:
 - a. interest survey
 - b. performance test
 - c. knowledge test
 - d. aptitude test

6. A guidance tool that identifies occupations based on interests and activities is a career:
 - a. interest survey
 - b. performance test
 - c. knowledge test
 - d. aptitude test

7. Which of the following is an online database with detailed descriptions of occupations?
 - a. O*Careers
 - b. O*Net
 - c. O*Occupations
 - d. O*Online

8. Which of the following best describes a pathway?
 - a. The body of work in a person's lifetime
 - b. The specific position in which a person is employed
 - c. A small group of occupations within a career cluster
 - d. A wide category of jobs with similar characteristics

9. There are _____ career clusters.
 - a. 10
 - b. 12
 - c. 14
 - d. 16

10. An occupation's growth rate indicates an increase:
 - a. of job responsibilities in that occupation
 - b. of wages for that occupation
 - c. in the number of new job openings in that occupation
 - d. in required education and training for that occupation

11. Which of the following career clusters is most likely to include the occupation of computer programmer?
 - a. Software Research
 - b. Information Technology
 - c. Science, Technology, Engineering, and Math
 - d. Manufacturing

12. Which of the following career clusters is most likely to include the occupation of registered nurse?
 - a. Human Services
 - b. Science, Technology, Engineering, and Math
 - c. Health Sciences
 - d. Hospitality & Tourism

13. Which of the following career clusters is most likely to include the occupation of retail sales person?
 - a. Manufacturing
 - b. Education and Training
 - c. Law, Public Safety, Corrections and Security
 - d. Marketing

14. O*net identifies occupations based on:
 - a. alphabetical listing
 - b. pathways
 - c. work activities and responsibilities
 - d. economic conditions

15. Which of the following is **not** a career cluster?
- a. Agriculture, Food and Natural Resources
 - b. Finance
 - c. Careers
 - d. Government and Public Administration

True/False:

Indicate if the following statements are true or false by writing a **T** for true or an **F** for false on the line in front of the statement.

- _____ 16. Subgroups or pathways are found within clusters.
- _____ 17. Marketing is a subgroup or pathway within Business Management & Administration.
- _____ 18. A person's career is always within one career cluster.
- _____ 19. A person's occupation is made up of jobs with similar characteristics, skills and or work responsibilities.
- _____ 20. The median wage for an occupation in Texas may be different than the median national wage.

ORIENTATION QUIZ -- KEY

Directions:

Indicate the correct answer to the following questions by circling the letter in front of the choice that is the most correct.

1. A career is:
 - a. an occupation
 - b. the body of work in a person's lifetime
 - c. the specific position in which a person is employed
 - d. a wide category of jobs with similar characteristics

2. An occupation is:
 - a. a cluster
 - b. the body of work in a person's lifetime
 - c. the specific position in which a person is employed
 - d. a wide category of jobs with similar characteristics

3. According to the vocabulary handout, which of the following would be a job:
 - a. Sales clerk at Acme Department Store
 - b. Salesperson
 - c. Entrepreneur
 - d. Taking out the trash

4. For what do the initials "BLS" stand?
 - a. Bureau of Labor Statistics
 - b. Bureau of Labor Standards
 - c. Bacon and Lettuce Sandwich
 - d. Business and Labor Standards

5. A test that helps determine occupations based on skills is a career:
 - a. interest survey
 - b. performance test
 - c. knowledge test
 - d. aptitude test

6. A guidance tool that identifies occupations based on interests and activities is a career:
 - a. interest survey
 - b. performance test
 - c. knowledge test
 - d. aptitude test

7. Which of the following is an online database with detailed descriptions of occupations?
- O*Careers
 - O*Net
 - O*Occupations
 - O*Online
8. Which of the following best describes a pathway?
- The body of work in a person's lifetime
 - The specific position in which a person is employed
 - A small group of occupations within a career cluster
 - A wide category of jobs with similar characteristics
9. There are _____ career clusters.
- 10
 - 12
 - 14
 - 16
10. An occupation's growth rate indicates an increase:
- of job responsibilities in that occupation
 - of wages for that occupation
 - in the number of new job openings in that occupation
 - in required education and training for that occupation
11. Which of the following career clusters is most likely to include the occupation of computer programmer?
- Software Research
 - Information Technology
 - Science, Technology, Engineering, and Math
 - Manufacturing
12. Which of the following career clusters is most likely to include the occupation of registered nurse?
- Human Services
 - Science, Technology, Engineering, and Math
 - Health Sciences
 - Hospitality & Tourism
13. Which of the following career clusters is most likely to include the occupation of retail sales person?
- Manufacturing
 - Education and Training
 - Law, Public Safety, Corrections and Security
 - Marketing
14. O*net identifies occupations based on:
- alphabetical listing
 - pathways
 - work activities and responsibilities
 - economic conditions

15. Which of the following is **not** a career cluster?
- a. Agriculture, Food and Natural Resources
 - b. Finance
 - c. Careers
 - d. Government and Public Administration

True/False:

Indicate if the following statements are true or false by writing a **T** for true or an **F** for false on the line in front of the statement.

- T** 16. Subgroups or pathways are found within clusters.
- F** 17. Marketing is a subgroup or pathway within Business Management & Administration.
- F** 18. A person's career is always within one career cluster.
- T** 19. A person's occupation is made up of jobs with similar characteristics, skills and or work responsibilities.
- T** 20. The median wage for an occupation in Texas may be different than the median national wage.