

WHAT CAREERS ARE AVAILABLE IN AEROSPACE?

INTRODUCTION

Students investigate careers that are available in the aerospace industry by viewing links on a class website.

LEARNING OUTCOMES

- Students review careers associated with aerospace. Students see the connection between these careers, tasks performed in the aerospace unit, local companies, and local community college curriculums. Students will use web resources to identify careers in other areas.
- Students will identify the aerospace career that appeals to them most. Students will generate a graphic organizer detailing facts about the career. Students will identify their favorite career overall.

CURRICULUM ALIGNMENT

8108 EXPLORING TECHNOLOGY SYSTEMS BLUEPRINT

01.01 Create a Career Development Plan

CLASSROOM TIME REQUIRED

One 45-minute class period

TEACHER PREPARATION

Review the website (<http://www.aerospacecareers.pbworks.com>) to ensure that all links are active.

MATERIALS NEEDED

- Student Pencil and Paper
- Career Research web site (<http://www.aerospacecareers.pbworks.com>)

TECHNOLOGY RESOURCES

Each student will need a computer with Internet access and a word processor. Students can complete this activity with paper and pencil and printed copies of all website materials if computer with Internet and a word processor is not available.

The teacher will need a projector display histogram of career selections. A histogram can be drawn on whiteboard if needed.

PRE-ACTIVITIES FOR STUDENTS

Students will continue to keep a project log. This can be paper and pencil or a computer word processing file. Some work with paper and pencil will be required even if the project log is kept electronically.

ACTIVITIES

EXPLORE

Give students the Career Research Web address (<http://www.aerospacecareers.pbworks.com>) and have them access the page on their computer. Have the students review the information about each career, make categories and arrange the careers into groups. Students will record the group titles and the career names in their project logs.

MODEL LESSON

Tell students that the careers with degrees offered by the community college and those available at a local company have an indicator. Have students review the interviews and other information concerning Wilkes Community College. Students should record observations and questions in their project log.

Have students use the link <http://www.mtbaker.wednet.edu/career/definiti.htm> and record the meanings of Apprenticeship (on the job training), Associate Degree (2yr), Bachelor's Degree (4yr), Masters (6yr), and Doctorate (8yr).

Ask students to review the careers on the website again and select the career that appeals to them most. Students should create a bubble map of that career including career title, salary, education, job outlook, work atmosphere, and job description.

CONTENT WRAP UP

Discuss situations when a community college might be a good resource for them to use. Possible answers include transfer degree, interest in a degree from the community college, return to school after being displaced, and living at home with parents while getting a degree.

Create a histogram on the computer or whiteboard that shows the number of students selecting each job. Ask students to report why they made their decision as they report their career selection to be graphed. Discuss reasons why most jobs were selected. Point out any misconceptions and help students talk through the process of considering why their thinking might be a little off target.

GUIDED PRACTICE

Have students use the website <http://www.bls.gov/k12/> to select and record one career they are interested in from each education level: Apprenticeship (on the job training), Associate Degree (2yr), Bachelor's Degree (4yr), Masters (6yr), and Doctorate (8yr).

ASSESSMENT

Ask students to review the careers on the <http://www.bls.gov/k12/> website again and select the career that appeals to them most. Students should create a bubble map of that career including career title, salary, education, job outlook, work atmosphere, and job description.

MODIFICATIONS

Students can be paired so that at least one of the students is capable of reading instruction sheets.

Students who finish quickly can be directed to one of the websites below and allowed to explore careers in other areas.

ALTERNATIVE ASSESSMENTS

Arrangement can be made for students with special needs to have the directions read to them and to answer the questions orally.

CRITICAL VOCABULARY

Apprenticeship – on the job training

Associate Degree – two year

Bachelor's Degree – four year

Master's Degree – six year

Doctoral Degree – eight year

WEBSITES AND RESOURCES

Definition of degrees

<http://www.mtbaker.wednet.edu/career/definiti.htm>

Bureau Labor Statistics Teachers Guide

<http://www.bls.gov/ooh/about/teachers-guide.htm>

Bureau Labor Statistics

<http://www.bls.gov/k12/>

Kids.gov careers

http://www.kids.gov/6_8/6_8_careers.shtml

Career Ship

<http://mappingyourfuture.org/planyourcareer/careership/>

AUTHOR INFORMATION

Russell Sparks teaches Exploring Technology to students in 6th – 8th grades at East Wilkes Middle School, Wilkes County Schools

Exploring Technology is an entry level CTE course giving an overview of various areas of technology and careers associated with these areas. The externship involved work in the applied engineering school of Wilkes Community College and local aerospace industries. Mr. Sparks was introduced to the tools and concepts used to prepare students for careers in the aerospace industry and given an opportunity to see the industry processes. This will allow him to give his students a better understanding of the steps needed to prepare themselves for the future. Lyndell Duvall, Chair of Applied Engineering Technologies, Industrial and Engineering Technology at Wilkes Community College mentored Mr. Sparks.

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