



# Instructor's Guide

## Top Careers in Two Years

# FOOD, AGRICULTURE, AND NATURAL RESOURCES

## Introduction

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This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Food, Agriculture, and Natural Resources*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

## Learning Objectives

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After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in the field of Food, Agriculture, and Natural Resources.
- Describe the particular personal skills, talents, and interests that are the keys to success in various jobs in this cluster.
- Describe what a typical work week encompasses for the various jobs in the field of Food, Agriculture, and Natural Resources.
- List the duties, functions, and responsibilities of various jobs in Food, Agriculture, and Natural Resources.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path is for various jobs in each field.

## Educational Standards

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This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Education's Agriculture, Food, and Natural Resources Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

### **National Career Standards from the National Occupational Information Coordinating Committee**

**COMPETENCY IV:** Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; describe how education relates to the selection of college majors, further training, and/or entry into the job market; demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements; and describe how learning skills are required in the workplace.

**COMPETENCY VI:** Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems); demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles); describe the concept of career ladders; describe the advantages and disadvantages of self employment as a career option; identify individuals in selected occupations as possible information resources, role models, or mentors; and describe the impact of population, climate, and geographic location on occupational opportunities.

**COMPETENCY VII:** Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational skills required for a full- or part-time job; demonstrate skills and behaviors necessary for a successful job interview; demonstrate skills in preparing a resume and completing job applications; identify specific job openings; demonstrate employability skills necessary to obtain and maintain jobs; demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

**National Career Development Standards**

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

**National Communication Association's Speaking, Listening, and Media Literacy Standards**Fundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

### Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

### Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

### **Career Clusters from the U.S. Department of Education**

This Career Cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services. This includes food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

### **Texas Essential Knowledge and Skills for Career Orientation**

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

### **North Dakota Career Development Content Standards**

#### 1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

#### 2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

#### 3.0 CAREER MANAGEMENT

Acquire the skills to investigate the work-world in relation to knowledge of self to make informed career decisions, including creating and managing a plan that focuses on career goals, using a process of decision-making; using accurate information during career planning; mastering academic, occupational, and general employability skills to obtain, create, maintain, and / or advance in employment.

## Program Overview

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This program rounds up a diverse group of workers in the fields of food, agriculture, and natural resources — a food service manager, a dietetic technician, a dairy farm manager, a landscape supervisor, an environmental science and protection technician, and a water treatment plant operator — to illustrate what they do and how they go about doing it.

## Main Topics

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### Topic 1: Introduction

The program opens with the importance of food, water, and air, and offers a glimpse into why the fields of food, agriculture, and natural resources have abundant opportunities for job seekers.

### Topic 2: Top Careers in Food

In this topic, viewers learn about two great careers in the food industry by meeting a food service manager and a dietetic technician.

### Topic 3: Top Careers in Agriculture

The program looks back from the dinner table to the agribusiness that helped put the food there, and the “green thumbs” in agriculture and horticulture who contribute to making workplaces and home-stead properties more beautiful. A dairy farm manager and a landscape supervisor are interviewed.

### Topic 4: Top Careers in Natural Resources

To wrap up the program, special focus is given to the environmental protection field, as an environmental science and protection technician and a water treatment plant operator are highlighted.

## Fast Facts

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- Luther Burbank (1849-1926), the renowned American horticulturalist, developed more than 800 new plant varieties during his lifetime.
- Frederick Law Olmsted (1822-1903) created the field of landscape architecture. He and his firm designed signature parks (such as New York’s Central Park) in over a dozen U.S. and Canadian cities. His work includes the park systems of Seattle, Boston, and Louisville.
- More than four out of ten adults have worked in the restaurant industry at some time during their lives, and over one out of every four adults got their first job experience in a restaurant.
- The first known written dietary advice is from a Babylonian stone tablet dating from 2500 B.C.E., which states “If a man has pain inside...let him refrain from eating onions for three days.”

- In 1980 Congress established the Superfund to clean up the nation's worst toxic waste sites. Since then, release of toxic wastes has been successfully controlled at over 900 of the 1,500 most dangerous sites.
- Although 70% of the earth's surface is covered with water, 97% of it is salt water. Another 2% is glacier ice. Only 1 percent is fresh water.
- The most productive dairy cows yield over 25 gallons of milk a day. That's the equivalent of 400 glasses of milk.
- More than 15,000 inventions have been patented to improve animal husbandry operations.
- For every person employed in agricultural production, there are three persons needed in related agribusiness operations.
- Over 1,000 species of fish and wildlife — everything from the white abalone snail to the giant panda — are endangered worldwide.
- There are over 20,000 species of fish in the world, yet fewer than 100 species are farmed or cultured today.
- The United States has almost as much forestland today as it had in 1907.

## Vocabulary Terms

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**agribusiness:** A large-scale farming enterprise that helps to produce, manage, transport, sell, and deliver food.

**associate degree:** An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor's-degree-granting colleges and universities upon completion of a course of study usually lasting two years.

**busser:** Busboy or busgirl who works in the restaurant and catering industry clearing dirty dishes, taking the dirty dishes to the dishwasher, setting tables, and otherwise assisting the wait staff.

**climate:** The temperatures, humidity, rainfall, atmospheric particle count, and numerous other meteorological factors in a given region.

**communication:** The conveying of a message or idea from one person to another.

**culinary arts:** The art of cooking.

**DTR:** Dietetic technician, registered.

**ecology:** The environment as it relates to living organisms.

**economy:** The system or range of economic activity in a country, region, or community.

**environment:** The natural environment, which comprises all living and non-living things that occur naturally on Earth or some region thereof.

**forestry:** The science of planting and caring for forests and the management of growing timber.

**geology:** The science that deals with the history of the earth as recorded in rocks.

**global warming:** The increase in the average temperature of the Earth's near-surface air and the oceans since the mid-twentieth century and its projected continuation.

**horticulture:** The art and science of plant cultivation.

**intern:** One who works in a temporary position, usually unpaid, within an organization in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but they can also be other adults seeking skills for a new career.

**landscape architecture:** A profession which includes architectural design, site planning, environmental restoration, town or urban planning, urban design, and parks and recreation planning.

**landscape design:** Outdoor space designing for residential, commercial, industrial, institutional, and public spaces.

**mentor:** Someone who guides, counsels, or teaches another, most often in an occupational setting.

**multitasking:** The simultaneous execution of multiple tasks.

**natural disaster:** The consequence of a natural hazard (e.g., hurricane, tornado, volcanic eruption, earthquake, or landslide) that affects human activities.

**natural resources:** The natural wealth of a country, consisting of land, forests, mineral deposits, water, etc.

**organic food:** Food produced according to certain production standards, including being grown without the use of conventional pesticides, artificial fertilizers, or sewage sludge, and being processed without ionizing radiation or food additives.

**potable water:** Water that is safe to drink.

**renewable energy sources:** Sources of energy that occur naturally and repeatedly in the environment. These include wind, solar, geothermal, wave motion, tidal, hydraulic, biomass, landfill gas, treatment process gas, and biogas.

**United States Department of Labor (US DOL):** A Cabinet department of the U.S. government responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics. Many U.S. states also have such departments.

**vocational:** Of, pertaining to, or noting instruction or guidance in an occupation or profession chosen as a career or in the choice of a career or trade.

## Pre-Program Discussion Questions

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1. How are the fields of food, agriculture, and natural resources similar? What makes each distinct from the other two?
2. What personality traits would be good to have for careers in the field of food service?
3. What is agribusiness? What do professionals in the field do?
4. If you don't envision yourself working on a farm, what career options do you have if you still want to work in agriculture?
5. Why is the environment such a hot topic today? Why are people interested in organic food?

## Post-Program Discussion Questions

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1. What programs might you enter if you wanted a career in food service? What about in agriculture or agribusiness? What particular programs are especially helpful for a career in natural resources?
2. What does a dietetic technician do on a daily basis?
3. What is the difference between landscape architecture and landscape design?
4. Why is science important to furthering your career in natural resources?
5. What areas of study would be recommended for an individual who is interested in pursuing a career in environmental protection?



## Individual Student Projects

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- How does a national focus on good eating habits and organic food have an impact on the careers in this cluster? Which new careers are booming — and which careers are showing job reductions — as a result of this trend? Write a paper or create a presentation to share your ideas.
- Which careers in this cluster are better for extroverts? Which might be better for loners? Write a research paper, taking into consideration at least five careers in each of the three fields. Prepare a short presentation to give in front of the class on the subject of personality types in relation to career choices in the three fields within this cluster.
- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in this career cluster would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.

## Group Activities

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- What's in the food service "food chain"? Divide the class into small groups, assigning a different setting — e.g., a clinical setting, a full-service restaurant, a retirement facility, and a school — to each group. Ask each group to create a poster of the various food service careers, including roles, responsibilities, typical hours, and general salary ranges.
- Gain a better understanding of agribusiness by scheduling a class trip to either a working dairy farm or a landscaping business. Divide the class into small groups, asking each to interview a different supervisor or manager to see what the job really entails. Then, ask each group to present its findings, being sure to highlight anything unexpected that was discovered along the way about the job responsibilities or duties.
- Divide the class into small groups, asking each group to learn more about the natural resources and environmental science. Through computer and library research and interviews, ask the members of each group to choose a topic of interest to them, and then give a multimedia presentation with slides, video and audio, and pictures to the rest of the class to show what they have learned.

## Internet Activities

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- How has technology impacted the careers in this cluster? Using the Internet, research how the industries have changed over the past century, citing specific examples. Include how you think careers in the three industries will change in the near and distant future due to technological advances, explaining the reasons why the changes will occur.
- Use the Internet to investigate up and down markets and economies and their effects on the job outlook for professionals in food service, agriculture, and natural resources. Which careers do you believe can handle financial downturns better than others? What recommendations would you have for how to weather the storm? Support your ideas with relevant examples from the Internet.
- What impact do the seasons have on the industries in this career cluster? Research the topic using the Internet, citing specific seasons that created a major impact on job growth and agricultural production. How will global warming affect the seasons, and consequently the job outlook for careers in the three industries? Support your theories with specific examples and create a multimedia presentation of slide, graphics, or video.

## Assessment Questions

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- Q1.** About how many food service industry jobs are there in the U.S.?
- a) About 350 jobs
  - b) About 3,500 jobs
  - c) About 35,000 jobs
  - d) About 350,000 jobs
  - e) About 3.5 million jobs
- Q2.** Name two two-year degree programs mentioned in the program that could provide a head start to individuals interested in the food service industry.
- Q3.** Which of the following would *not* be a typical task of a dietetic technician? (Select all that apply.)
- a) Correct a patient's menu
  - b) Dispense diet pills
  - c) Follow diet order and diet restrictions
  - d) Give educational programs
  - e) Supervise tray lines
  - f) Work in a diet office
- Q4.** According to the food service manager, about how many roles are there in a typical full-service restaurant?
- a) 1-2 different roles
  - b) 2-3 different roles
  - c) 5-6 different roles
  - d) 9-10 different roles
  - e) 12-13 different roles
- Q5.** Roughly how much milk is produced on dairy farms in the U.S. each year?
- a) 1.7 billion gallons
  - b) 9.7 million gallons
  - c) 19.7 million gallons
  - d) 19.7 billion gallons
- Q6.** Which of the following is a responsibility of a dairy farmer? (Select all that apply.)
- a) Maintaining equipment
  - b) Managing finances
  - c) Managing people
  - d) Performing good record keeping
  - e) Tending to animals

- Q7.** True or False? The position of landscape supervisor is seasonal, since no work is done in the wintertime when it snows.
- Q8.** Which of the following could be a responsibility of an environmental science and protection technician? (Select all that apply.)
- a) Analyzing toxins and hazardous wastes
  - b) Monitoring toxins and hazardous wastes
  - c) Removing toxins and hazardous wastes
  - d) Providing input on construction of a water plant
- Q9.** True or False? Science is important to jumpstarting a career in environmental protection.
- Q10.** Which of the following would be a good area of study for someone interested in pursuing a career as a water treatment plant operator? (Select all that apply.)
- a) Architecture
  - b) Environmental engineering
  - c) Environmental science
  - d) Geology
  - e) History

## Assessment Questions Answer Key

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**Q1.** About how many food service industry jobs are there in the U.S.?

- a) About 350 jobs
- b) About 3,500 jobs
- c) About 35,000 jobs
- d) About 350,000 jobs
- e) About 3.5 million jobs

**A1.** *The correct answer is d.*

**Q2.** Name two two-year degree programs mentioned in the program that could provide a head start to individuals interested in the food service industry.

**A2.** *The correct answer is a two-year degree in food service management or culinary arts.*

**Q3.** Which of the following would *not* be a typical task of a dietetic technician?

(Select all that apply.)

- a) Correct a patient's menu
- b) Dispense diet pills
- c) Follow diet order and diet restrictions
- d) Give educational programs
- e) Supervise tray lines
- f) Work in a diet office

**A3.** *The correct answer is b.*

**Q4.** According to the food service manager, about how many roles are there in a typical full-service restaurant?

- a) 1-2 different roles
- b) 2-3 different roles
- c) 5-6 different roles
- d) 9-10 different roles
- e) 12-13 different roles

**A4.** *The correct answer is d.*

**Q5.** Roughly how much milk is produced on dairy farms in the U.S. each year?

- a) 1.7 billion gallons
- b) 9.7 million gallons
- c) 19.7 million gallons
- d) 19.7 billion gallons

**A5.** *The correct answer is d.*

- Q6.** Which of the following is a responsibility of a dairy farmer? (Select all that apply.)
- a) Maintaining equipment
  - b) Managing finances
  - c) Managing people
  - d) Performing good record keeping
  - e) Tending to animals
- A6.** *All of these are correct answers.*
- Q7.** True or False? The position of landscape supervisor is seasonal, since no work is done in the wintertime when it snows.
- A7.** *This statement is false. Managing snow removal is part of the duties of a landscape supervisor during the winter months.*
- Q8.** Which of the following could be a responsibility of an environmental science and protection technician? (Select all that apply.)
- a) Analyzing toxins and hazardous wastes
  - b) Monitoring toxins and hazardous wastes
  - c) Removing toxins and hazardous wastes
  - d) Providing input on construction of a water plant
- A8.** *All of these are correct answers.*
- Q9.** True or False? Science is important to jumpstarting a career in environmental protection.
- A9.** *This statement is true.*
- Q10.** Which of the following would be a good area of study for someone interested in pursuing a career as a water treatment plant operator? (Select all that apply.)
- a) Architecture
  - b) Environmental engineering
  - c) Environmental science
  - d) Geology
  - e) History
- A10.** *The correct answers are b, c, and d.*

## Web Sites

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### General

- [www.bls.gov](http://www.bls.gov): U.S. Department of Labor, Bureau of Labor Statistics
- [www.careeroverview.com](http://www.careeroverview.com): Career Overview and Research Guide
- [www.dol.gov](http://www.dol.gov): U.S. Department of Labor
- [www.salary.com](http://www.salary.com): Salary.com
- [www.nationalbusiness.org](http://www.nationalbusiness.org): National Business Association
- [www.talentzoo.com](http://www.talentzoo.com): Talent Zoo

### Horticulture Technician

- [www.ahs.org](http://www.ahs.org): The American Horticultural Society
- [www.ahta.org](http://www.ahta.org): The American Horticultural Therapy Association
- [www.landcarenetwork.org](http://www.landcarenetwork.org): The Professional Landcare Network (PLANET)

### Landscape Supervisor

- [www.pgms.org](http://www.pgms.org): The Professional Grounds Management Society
- [www.landcarenetwork.org](http://www.landcarenetwork.org): The Professional Landcare Network (PLANET)
- [www.TreeCareIndustry.org](http://www.TreeCareIndustry.org): The Tree Care Industry Association

### Food Service Manager

- [www.nraef.org](http://www.nraef.org): The National Restaurant Association Educational Foundation

### Dietetic Technician

- [www.diabetes.org](http://www.diabetes.org): American Diabetes Association
- [www.eatright.org](http://www.eatright.org): American Dietetic Association
- [www.cspinet.org](http://www.cspinet.org): The Center for Science in the Public Interest

### Environmental Science and Protection Technician

- [www.eco.org](http://www.eco.org): *the* place for everything eco
- [www.epa.gov](http://www.epa.gov): Environmental Protection Agency
- [www.nrdc.org](http://www.nrdc.org): Natural Resources Defense Council

### Water or Wastewater Treatment Plant Operator

- [www.awwa.org](http://www.awwa.org): American Water Works Association
- [www.nowra.org](http://www.nowra.org): National Onsite Wastewater Recycling Association
- [www.wef.org](http://www.wef.org): The Water Environment Federation

### Dairy Farm Manager

- [www.dairyshrine.org](http://www.dairyshrine.org): The National Dairy Shrine
- [www.ffa.org](http://www.ffa.org): National Future Farmers of America Organization
- [www.csrees.usda.gov](http://www.csrees.usda.gov): The USDA's Cooperative State Research, Education, and Extension Service

**Animal Husbandry Manager**

- [www.nal.usda.gov/afsic](http://www.nal.usda.gov/afsic): The USDA's Alternative Farming Systems Information Center
- [www.husbandryinstitute.org](http://www.husbandryinstitute.org): The Husbandry Institute

**Agribusiness Manager**

- [www.nama.org](http://www.nama.org): The National Agri-Marketing Association
- [www.attra.ncat.org](http://www.attra.ncat.org): National Sustainable Agriculture Information Service
- [www.agribusinesscouncil.org](http://www.agribusinesscouncil.org): The Agribusiness Council

**Aquaculture Technician**

- [www.fisheries.org](http://www.fisheries.org): American Fisheries Society
- [www.aquaNIC.org](http://www.aquaNIC.org): Aquaculture Network Information Center
- [www.fws.gov](http://www.fws.gov): U.S. Fish and Wildlife Service
- [www.thenaa.net](http://www.thenaa.net): National Aquaculture Association

**Forest Technician**

- [www.afandpa.org](http://www.afandpa.org): American Forest & Paper Association
- [www.americanforests.org](http://www.americanforests.org): American Forests
- [www.safnet.org](http://www.safnet.org): Society of American Foresters
- [www.fs.fed.us](http://www.fs.fed.us): US Forest Service

**Additional Resources from [www.films.com](http://www.films.com)****A Second Look at Careers**

- **VHS/DVD/Digital On-Demand**
- **Viewable/printable instructor's guide online**
- **Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)**
- **Order #: 24604**

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000



### Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored Dictionary of Occupational Titles) — America's primary source of career information. © 2004

### The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance.* (16-24 minutes each) © 2007

### Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

**Spotlight on Careers in Food**

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at [www.filmsmediagroup.com](http://www.filmsmediagroup.com)
- Correlates to all applicable standards
- Recommended by *Booklist* and *Educational Media Reviews Online*.
- Item #BVL36919

Cato Corner Farm in Connecticut produces handmade gourmet cheeses prized by the upscale Blue Hill restaurants in New York. Section one of this program introduces viewers to the art and craft of cheese-making through the experiences of the mother/son team of Elizabeth MacAlister and Mark Gilman, who talk about the joys and challenges of their business as they demonstrate how they make and market their cheeses. In section two, Dan Barber-one of America's top chefs and owner of the Blue Hill restaurants-explains why he became a chef, how he ended up owning two restaurants, and why he's so enthusiastic about using locally grown foods. (21 minutes) © 2007