

# Career Fields in CS and IT

## Introduction

All career fields are being impacted by computing. Many disciplines, like advertising or biology, are being completely revolutionized by computation. No matter what careers you're interested in, computational thinking will help you succeed.

Some career fields are specifically focused on computers and programming as tools to create solutions that meet people's needs and improve people's lives.



A UCSD development team that created an app to shorten wait times for people commuting across a border.

Refer to your downloadable resources for this material. Interactive content may not be available in the PDF edition of this course.

## Resources

[CSP Presentation Rubrics](#)

## Procedure

1. Form pairs as directed by your teacher. Meet or greet each other to practice professional skills.
2. Following your teacher's instructions, identify one job in web development that requires skill with the technologies you've used in this unit. You will investigate this one type of job extensively. You will learn about other jobs from other students' presentations. You should use a website like <http://www.monster.com/> to help you find a job to research.
3. Use resources linked from sites like the following to help you research the job that you identified.
  - o - <http://www.bls.gov/ooh/computer-and-information-technology/home.htm>
  - o - [http://computingcareers.acm.org/?page\\_id=6](http://computingcareers.acm.org/?page_id=6)

o - <http://www.ncwit.org/edjobsmap>

4. With your partner, prepare an “elevator talk.” You will be limited to 60 seconds or a time constraint as specified by your teacher. Your presentation should summarize the sorts of contributions typically made by people doing the kind of work that you have identified. What do they do? How does their work help other people?
5. Rehearse your talk. Focus on posture, eye contact, and conveying enthusiasm and clarity with your tone.
6. Transcribe your script for the 60-second presentation here.
7. Your teacher will direct how you will present. Your teacher might have each person present individually and coach you on public speaking. Alternatively, your teacher might create groups so that each group includes students focusing on a wide variety of jobs, and each person presents to their group.

## **Conclusion**

1. Which of these jobs sound most interesting to you?
2. What other career path-related information would you like to know?

# CSP Presentation Rubric

Team Rubric	4	3	2	1
Proposal	<b>Completely</b> describes the identified need or why the problem chosen is interesting.	<b>Mostly</b> describes the identified need or why the problem chosen is interesting.	<b>Somewhat</b> describes the identified need or why the problem chosen is interesting.	<b>Does not</b> describe the identified need or why the problem chosen is interesting.
	<b>Completely</b> describes why tasks were chosen for this sprint.	<b>Mostly</b> describes why tasks were chosen for this sprint.	<b>Somewhat</b> describes why tasks were chosen for this sprint.	<b>Does not</b> describe why tasks were chosen for this sprint.
Accomplishments	Spoken elements of presentation <b>completely</b> highlight the accomplishments of the team.	Spoken elements of presentation <b>mostly</b> highlight the accomplishments of the team.	Spoken elements of presentation <b>somewhat</b> highlight the accomplishments of the team.	Spoken elements of presentation <b>do not</b> highlight the accomplishments of the team.
Challenges (if directed by your instructor)	Spoken elements of presentation <b>completely</b> address the challenges that the team faced and their resolution.	Spoken elements of presentation <b>mostly</b> address the challenges that the team faced and their resolution.	Spoken elements of presentation <b>somewhat</b> address the challenges that the team faced and their resolution.	Spoken elements of presentation <b>do not</b> address the challenges that the team faced and their resolution.
Visuals	Visuals are <b>extremely</b> easy to read and relevant.	Visuals are <b>mostly</b> easy to read and relevant.	Visuals are <b>somewhat</b> easy to read and relevant.	Visuals are <b>not</b> easy to read or relevant.
Next Steps	Team <b>clearly</b> communicates the next steps for the project.	Team <b>somewhat clearly</b> communicates the next steps for the project.	Team <b>minimally</b> communicates the next steps for the project.	Team <b>does not</b> communicate the next steps for the project.
	<b>Thoroughly explains</b> reasons for the selection of the next steps.	<b>Explains</b> reasons for the selection of the next steps.	<b>Inadequately explains</b> reasons for the selection of the next steps.	<b>Does not explain</b> reasons for selection of next steps.
Reflection on Collaboration	<b>Highlights</b> the work they were able to accomplish as a group over what they could have accomplished as individual developers.	<b>Highlights most</b> of the work they were able to accomplish as a group over what they could have accomplished as individual developers.	<b>Highlights some</b> work they were able to accomplish as a group over what they could have accomplished as individual developers.	<b>Does not highlight</b> the work they were able to accomplish as a group over what they could have accomplished as individual

	Collaboration is shown in an <b>extremely</b> positive light.	Collaboration is shown in a <b>mostly</b> positive light.	Collaboration is shown in a <b>somewhat</b> positive light.	developers. Collaboration is <b>not</b> shown in a positive light.
Coordination	<p>Presentation is designed so that <b>each</b> team member contributes equally to the active presentation of the team's work.</p> <p>Transitions are <b>extremely</b> well coordinated.</p>	<p>Presentation is designed so that <b>most</b> team members contribute equally to the active presentation of the team's work.</p> <p>Transitions are <b>mostly</b> well coordinated.</p>	<p>Presentation is designed so that <b>some</b> team members contribute equally to the active presentation of the team's work.</p> <p>Transitions are <b>somewhat</b> well coordinated.</p>	<p>Presentation is <b>not</b> designed so that team members contribute equally to the active presentation of the team's work.</p> <p>Transitions are <b>not</b> well coordinated.</p>

Other comments:

Individual Rubric	4	3	2	1
	<p>Demonstrates very effective presentation techniques:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Body Language</li> <li>• Voice and Tempo</li> <li>• Eye Contact</li> </ul>	<p>Demonstrates mostly effective presentation techniques:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Body Language</li> <li>• Voice and Tempo</li> <li>• Eye Contact</li> </ul>	<p>Demonstrates some adequate presentation techniques:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Body Language</li> <li>• Voice and Tempo</li> <li>• Eye Contact</li> </ul>	<p>Demonstrates inadequate presentation techniques:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Body Language</li> <li>• Voice and Tempo</li> <li>• Eye Contact</li> </ul>