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| **Title:**  Career Exploration in 8th Grade Math | | | |
| **Teacher Names:** Lisa Geary and Caroline Richardson | | | Duration (in minutes): 60-75 |
| **Grade Level(s):** 8 | Subject/Course: Math | | |
| **Resources needed:** | 1. Career Interest Inventory 2. Career Clusters and Pathways packet 3. Crayons, colored pencils, markers 4. Math Journal 5. Prepare “problem of the day” slide presentation (created ones are attached) 6. Students will use a 1-to-1 device to access presentation | | |
| **Learning Standards:** | 8th Grade Math Standards  Standard 2: Integrated Learning | | |
| **Big Idea & Authentic Purpose:** | In this lesson, students will identify careers they are interested in and then see how those careers use math. We always tell students that math is important, but they never see how it is actually used in different careers. Throughout the remainder of the year, students will complete “Problems of the Day” that incorporate “real life” math as well as a link for students to learn more about that career in our region. | | |
| **Type of Career Content** | Career Development/Awareness  Integrated Learning | | |
| **Relevancy:** | Students will identify three possible career choices and then research how math will be used in each career. Throughout the year, students will solve problems related to different careers. | | |
| **Objective(s):**   * Students will complete a career interest inventory as a “getting to know you” activity on the first day of school * Students will identify their top three career clusters * Students will identify careers within each of their top three career clusters * Students will pick their top three career choices (one from each cluster) * At the beginning of each lesson during the school year, students will complete a “problem of the day” related to different career fields to see how math is used by people in each career * Students will have a link to click on when they finish the problem of the day to a local business that relates to the career problem presented in the “problem of the day” | | **Assessment(s):**   * Discussion of career clusters and occupations within each career cluster * Students will research how each of the three career choices uses math * Students will create a journal page with their top three career choices   + Name of Careers   + Career Clusters each career belongs to   + Career Descriptions   + Career Clusters Descriptions   + How each career “fits” them   + How each career uses math * Students will review the problem of the day with the teacher | |
| **Beginning of lesson (5-10 minutes)**  **Ask students:**  Have you thought about what you would like to be when you get older?  Have you thought about how math might be used in the career you have chosen?  (**Additional Resources: Problems of the Day—aligned with 8th grade math standards**) To be used throughout the year | | | |
| **Middle of lesson (30-40 minutes)**  **Activity:**   1. Hand out Career Interest Survey (**See Additional Resources, Activity 1: Career Interest Inventory** at the end of the lesson plan) 2. When students are finished with the inventory, have them write the three top career clusters 3. Hand out Career Clusters and Pathways packet (**See Additional Resources, Activity 2: Career Clusters and Pathways** packet at the end of the lesson plan) 4. Have students identify one career within each of their top three clusters that might look interesting to them 5. Have students describe each career cluster (3), describe each career (3—one for each cluster), research how math is used in each career | | | |
| **End of lesson (20 minutes)**  **Activity:**   1. Have students complete a journal page in their math journal (or a poster)    1. Career choices    2. Career clusters each choice belongs to    3. Description of each career choice    4. Description of each career cluster    5. Description of how each career “fits” them    6. How math is used in each career   \*\*be creative—make your journal/poster colorful and represent who you are  \*\*optional—have students present their journal/poster  (**See Additional Resources, Activity 3: Journal Page** at the end of the lesson plan)  (**See Additional Resources, Activity 4: Goal Setting** at the end of the lesson plan) | | | |
| **Additional Resources**  **Activity 1: Career Interest Inventory**  <https://scholarmatch.org/wp-content/uploads/2016/05/Career-Interest-Survey.pdf>  **Activity 2: Career Clusters and Pathways**  [**https://cdnsm5-ss9.sharpschool.com/UserFiles/Servers/Server\_783703/File/Student%20Services/Selecting%20Classes%20for%20Next%20Year/Career%20Clusters.pdf**](https://cdnsm5-ss9.sharpschool.com/UserFiles/Servers/Server_783703/File/Student%20Services/Selecting%20Classes%20for%20Next%20Year/Career%20Clusters.pdf)  **Activity 3: Journal Page**  <file:///C:/Users/USVCR3/OneDrive%20-%20New%20York%20State%20Office%20of%20Information%20Technology%20Services/Downloads/Career%20Journal%20Page.pdf>  **Activity 4: Goal Setting**  <file:///C:/Users/USVCR3/OneDrive%20-%20New%20York%20State%20Office%20of%20Information%20Technology%20Services/Downloads/Goal%20Setting%20Journal%20Page.pdf>  **“Problem of the Day”: Problems based on Next Generation Learning Standards for Math 8**  [Math 8 Problem of the Day](https://docs.google.com/presentation/d/10oXqEghb-R97lXhcPHFGJo84nPRaQQ0U8lYNq2QHbnE/edit?usp=sharing)  [List of Standards with page numbers](https://docs.google.com/document/d/1l38dt1b4ApwUQPKshEhCZvnrFsPzVv5QJIOrB2dY6Eg/edit?usp=sharing) | | | |