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| Title: A Career Learning and Planning Quest | | | |
| Teacher Name: Patrick Creamer & Heather Huff | | | Duration (in minutes):  Minimum- 6 Days  (40 min) per day |
| Grade Level(s): 6-12 | Subject/Course: STEM | | |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | Teacher- Smartboard, O\*NET Interest Profiler: Job Zone Resource Sheet, Job Zones Careers WebQuest, Oral Presentation Rubric, Career Presentation Organizer, Whiteboards, Dry Erase Markers, Dry Erase Erasers, Career Readiness Reflection Sheet  Student- Pen/Pencil. Chromebook | | |
| Learning Standards: | **NYS CDOS Standard 1: Career Development**  Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.  **NYS CDOS Standard 2: Integrated Learning**  Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  **NYS CDOS Standard 3: Universal Foundation Skills**  Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.  **6-8 Next Generation ELA Standards 6-8.RST.7**  Identify and match scientific or technical information present as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-4)  [**CCSS.ELA-LITERACY.CCRA.W.4**](https://www.thecorestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [**CCSS.ELA-LITERACY.CCRA.W.7**](https://www.thecorestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  [**CCSS.ELA-LITERACY.CCRA.W.8**](https://www.thecorestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  **Science and Engineering Practices:**  Obtaining, Evaluating, and Communicating Information | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | Students will identify and research a possible career that aligns with their personality and interests. Students will relate skills necessary for career to their own current skills. | | |
| Type of Career Content   * **Career Development/Awareness** * Integrated Learning * **Universal Foundational Skills** * **Career Specific** | Career Development/Awareness, Universal Foundational Skills, Career Specific | | |
| Relevancy:  How does it connect to students' lives? | Relating their current skills and personality traits to careers will help students develop a great sense of relevance for what they do in school on a daily basis to having a successful career in their post-education adult life. | | |
| Objective(s):   * SWBAT reflect on their unique strengths, skills and career aspirations. * SWBAT become familiar with online career exploration tools. * Explore careers in many fields that align with their interests. | | Assessment(s):   * Final Project: Research Presentation * Final reflection | |
| Knowledge Construction: How are students going to construct content knowledge and practice it?  Beginning of lesson (5-10 minutes)  Day 1 & 2:   * Actively engage students and activate prior knowledge. Use [Interactive presentation software - Mentimeter,](https://www.mentimeter.com/) to have students interact to make a word cloud that answers the question “What are some jobs or careers that interest you right now?” Give students 2-3 minutes to type in their responses. Once done, review the word cloud and talk about the answers together as a class. * Give the students another code to make an additional word cloud answering the question “What skills are needed to be successful in a career?” Give students 2-3 minutes to type in their responses. Once done, review the word cloud and talk about the answers together as a class. * Introduce ONet to the students using this video: [FREE Career Test with Holland Codes by O\*Net Interest Profiler “RIASEC” results - YouTube](https://www.youtube.com/watch?v=vMDDdivsVvw) Start and stop the video as needed to effectively review each step of using the Interest Survey. * Once done, pass out and Introduce the Career Webquest to the students. <https://www.canva.com/design/DAGL9L8Nxqg/4Y4zNKjOh1HZG1L0GC22bg/view?utm_content=DAGL9L8Nxqg&utm_campaign=designshare&utm_medium=link&utm_source=editor> * Go over each step and directions. * Once you’re done reviewing, have students get their chrome books and access the O\*Net Interest Profiler Survey. [O\*NET Interest Profiler at My Next Move](https://www.mynextmove.org/explore/ip) * Have the students begin to take the Interest Survey independently at their seats. Remind them not to just click and to take their time. Walk around the classroom to ensure students are on task and motivated to participate in the survey. * When a student finishes the survey, if they have access to a printer, have them print out their survey results. If they do not have a printer, they can begin to answer the questions on the WebQuest. * Give students a period to work on their Chromebook to navigate and answer the series of questions and blanks on the WebQuest. * Recap the previous day, and then introduce the final career research project and rubric.   + Directions: Using your top career choice, prepare an oral presentation to share with the class. You can use any presentation platform of your choice. (Make a poster, PowerPoint, Google Slides, Prezi, Canva are just some examples!) Your presentation must include the following:     - Your top career choice     - A job description (What are the job duties, responsibilities etc.)     - Knowledge areas required     - Skills required     - Abilities required     - Personality traits required     - Technology skills required     - Level of education usually required     - The job outlook and average salary for this career     - Mention at least one company you could work for, what your     - One interesting or fun fact about your career.     - Make sure you cover everything on the given rubric   \*\* BONUS! Find a video introducing your career and add the link to your  Presentation. \*\*  Day 3 & 4:   * Give students these two days to work on their presentations. Teacher should monitor student progress and offer assistance as necessary.   + \*Teachers can choose to provide a pre-formatted Google Slides template to provide some scaffolding for students who need it. | | | |
| Middle of lesson (40 minutes)  Day 5 & 6:  Presentation Day- Every student will present their presentation orally to the class. While each student is presenting, the students at their seats will fill out a Career Presentation Organizer sheet based on each presentation. | | | |
| End of lesson (5-10 minutes)  End of Day 6:  After all student presentations are finished and each student has their Career Presentation Organizer completed, students should be given a “Career Project Final Reflection” sheet and will be asked to compare the data collected for each of the careers presented to look for patterns. The patterns could involve any connections across jobs between job descriptions, required knowledge, skills, abilities, personality traits, technology skills, education needed and job outlook/salary. (Students should be given the example: Jobs that require higher levels of education or preparation often have higher salaries.) First, have students work individually to identify and describe patterns they are finding. Next, group students around white boards and have them share the patterns they found. Have groups write 2-3 patterns on the whiteboard and share out. (Patterns that students may find could include but are not limited to: “Many jobs require Microsoft Word and Excel experience”; “Jobs that involve interacting with others require good communication skills”, etc.).  Final Reflection: Students will describe three skills or traits that they should improve as they go through school to make them the best candidate for a career when they’re out of school and describe how these skills or traits will help them with a future career. | | | |

Some things to consider:

* This lesson can be modified to meet the needs of all content area and special education settings. Every document can be edited to meet the needs of all students.
* Please note that if you have a larger class size, the presentations will take some more time. A teacher could edit the final project as they see fit to accommodate different time frames.
* Students career choices can be geared towards just the content area/curriculum if needed.