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| Title: Career Exploration – Day 2 | | | |
| Teacher Name: Jamie Lee and Christina Petersen | | | Duration (in minutes): 40 |
| Grade Level(s): 7th | Subject/Course: FACS and Library | | |
| Resources needed:  On-site people, facilities, tools, technology, materials, community connections | Teacher   * SmartBoard / Promethean, * Graphic Organizer on Career Clusters Occupations * Career One Stop website.   Student   * Pen / Pencil, * Paper, * Graphic Organizer on Career Clusters * Chromebook, * Google Classroom | | |
| Learning Standards: | **Family and Consumer Science NYS Standards**  Standard 3.1: Resource Management. Students will understand and be able to manage their personal and community resources.  **Empire State Information Fluency Continuum**  Anchor Standard I  Standard 1.1  Anchor Standard II  Standard 2.1  Standard 2.2  Anchor Standard III  Standard 3.1  Standard 3.2 | | |
| Big Idea & Authentic Purpose:  Why does this matter to your students?  How will this be helpful to your students? | Students will have the opportunity investigate a wide range of careers in different career clusters, which will provide them a growing list of future career choices. | | |
| Type of Career Content   * Career Development/Awareness * Integrated Learning * Universal Foundational Skills * Career Specific | 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. | | |
| Relevancy:  How does it connect to students' lives? | Students will become familiar with the various career clusters and career opportunities, which will help direct them in their pursuit of educational and vocational opportunities. | | |
| Objective(s): SWBAT   * Start a career plan and research potential careers. * Reflect on strengths and abilities needed for the researched careers. * Explore and summarize different career clusters to find areas of interest. * Name and describe at least 5 different careers across various career clusters. * Outline the education and training needed for specific careers. * Identify the key skills and attributes required for career interests. * Navigate career exploration websites and other resources to gather information. * Utilize library resources and review interviews with professionals. * Share their findings with peers through career cards. | | Assessment(s):  Final Project: Career Cards   * These career cards will be used as bell ringers in future weeks and students will create a career interest plan from the various careers they review. | |
| Knowledge Construction: How are students going to construct content knowledge and practice it?  Beginning of lesson (5-10 minutes)  Bell Ringer:   * Students will pull out their graphic organizer from day one. * Students should find a student in the classroom, ensuring that it is different from the person they spoke to yesterday about their exit ticket. * Students will then share the other career cluster with this student. | | | |
| Middle of lesson (15 minutes)   * Students will be directed to their Google Classroom and will access the [Career One Stop website](https://www.careeronestop.org/Videos/IndustryVideos/industry-videos.aspx).   + Students will view the Career Cluster Occupational videos, using the same career clusters as yesterday.   + They should record the relevant information from the videos on the graphic organizer. | | | |
| End of lesson (5-10 minutes)   * Students will answer the question on a sheet of paper – Could you see yourself pursuing a career in one of these career clusters and why? * After giving them the opportunity to answer – students should share with the person behind them. * If time allows, have students respond whole group.   + Follow-up questions to use:     - Did you know much about the cluster before you began researching; what did you know if you did?     - Were you surprised by some of the careers available, why? | | | |