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| Title: Career Exploration – Day 3 | | | |
| 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, * Rubric, * Project instructions * Example Career Spotlight Card * Google Classroom / Assignment * Websites (located in Middle of Lesson section)   Student   * Pen / Pencil * Paper, * Chromebook, * Google Classroom / Assignment | | |
| 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 be asked to answer the question – What skills are needed in a career, no matter the career cluster the career could fall in? * Have students share with the person sitting next to them.   + Have students add any skills, their partner had they didn’t have. * The partners should now share with the other two people at the table or the two people behind them.   + Have students add any skills, the other partnership has that they don’t. * Students in their groups should now circle the skills needed to complete a project in school.   + Discuss as a whole group why these skills are similar.   + Students should also add skills suggested by the other groups. | | | |
| Middle of lesson (15 minutes)   * Students will be directed to their Google Classroom to access the rubric and project instructions for their final assessment.   + Review the expectations of the project and rubric with students. * If time allows, the teacher will show students the different websites to use for research.   + <https://www.careerprofiles.info/careers.html> (scroll to the bottom to access jobs in specific career sectors)   + <https://www.onetonline.org/find/career?c=1> (dropdown arrow for the career clusters)   + <https://www.mynextmove.org/> (type in a career or use the career cluster option)   + <https://www.bls.gov/ooh/> (use the occupation groups or select an occupation) | | | |
| End of lesson (5-10 minutes)   * Students will answer the question on a sheet of paper – What are questions you may have regarding the project?   + These will be used in the bell ringer for day 4. | | | |