|  |  |  |  |
| --- | --- | --- | --- |
| Title: Career Exploration – Day 6 | | | |
| 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, * Canva.com * Creating a QR Code Instructions * Slido.com * Google Classroom / Assignment   Student   * Pen / Pencil, * Paper, * Chromebook, * Google Classroom / Assignment * Career Cluster Specific Career Graphic Organizer | | |
| 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 open up their individual career graphic organizer.   + From the graphic organizer, students will visit the website of one of the colleges, they listed for the career they researched.     - Answer the following questions:       * Where is the college located?       * How much does the college cost? (Financial tab)       * One interesting fact about the college. * The teacher will call on a few students to share with the class. | | | |
| Middle of lesson (15 minutes)   * Students will open up Canva. * The teacher will review Canva.   + Have students search for a template using the search term Career Spotlight   + Review the options and have students choose one.   + Show students how to input additional images.   + The following items need to be displayed on the Career Spotlight Card:     - Salary     - Education Needed / Colleges or Training Programs     - Skills needed or experience     - Companies that hirer this position ([www.indeed.com](http://www.indeed.com) for specific companies)     - Average workday / hours a week, number of months     - Stability of the job     - Picture of a person in the career     - Video of a person talking about career (this should be accessible through a QR Code)       * Provide students instructions on how to create a QR Code * Students will work on the first career to create a career spotlight using Canva. | | | |
| End of lesson (5-10 minutes)   * Students should open www.slido.com and input the questions they have regarding Canva for the teacher to review and answer the next day.   + Teacher should have slido code ready for use. | | | |