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| Title: Career Exploration – Day 7 and 8 | | | |
| 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, * Google Classroom / Assignment * Bell Ringer PowerPoint – input questions * Canva.com * Career Cluster Specific Career Graphic Organizer   Student   * Pen / Pencil, * Paper, * Chromebook, * Google Classroom / Assignment * Canva.com | | |
| 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:   * On a Smartboard or Promethean device display the questions students asked the previous day.   + Ask students to write their name next to a question if they can answer it.     - Direct students to go to those students’ desks, so that student can answer the question.   + The teacher will answer any questions not answered by students. | | | |
| Middle of lesson (15 minutes)   * Students will open up Canva and continue working on their Career Spotlight. * Once they finish the first spotlight, they should begin working on the second.   + They will need another assignment posted in Google Classroom, with a new copy of the graphic organizer. * Students will need to be shown how to download or share their career spotlight. * Students submit their completed spotlights via Google Classroom.   + This information is available in the project instructions document. | | | |
| End of lesson (5-10 minutes)   * Each day, in the last 3 minutes, students should show one of their team members, what they have created. | | | |