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| Title: Career Exploration – Day 1 | | | |
| 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 (Printed) * Career Cluster Google Slide Presentation, * Google Classroom / Creation of Assignment * [Career One Stop website,](https://www.careeronestop.org/Videos/IndustryVideos/industry-videos.aspx) * 16 Career cluster envelopes (Teacher created) * Strips of paper   Student   * Pen / Pencil, * Paper, * 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 work with the person sitting next to them and in two minutes generate a list of as many careers they can think of. * Students will then open a Career Cluster Google Slides presentation that contains the 16 career clusters.   + Working with their partner, they will place the job into the career cluster, they believe it belongs in.   + Students will need to know how to create a textbox in Google Slides to complete this activity. * The teacher will facilitate a discussion about each career clusters and the careers students placed under each sector. * Give students another two minutes with their partner to add any other careers, they can think of, after reviewing the clusters. | | | |
| 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). * Using a graphic organizer handed out by the teacher, students will each be assigned at least two career clusters. * The teacher should have 16 envelopes, one for each cluster; they should be in alphabetical order on a desk, so students can easily access them.   + Each student will receive two strips of paper. Have them write down their name on both.   + Students will place a strip in two different envelops.   + Hand 16 students an envelope, have them draw two names from each envelop. These names will be assigned that cluster and will watch the video overviews.   + Each student should receive two clusters, if not assign two, any cluster unassigned should be given or select based on student interest. * Students will watch the overview videos provided in those clusters on the Career One Stop website found in the assignment on Google Classroom and record the relevant information from the videos on the graphic organizer.   + Students should not watch the occupation videos; this will be done in a future lesson. | | | |
| End of lesson (5-10 minutes)   * On their graphic organizer the student should circle the cluster title, they found most interesting. * Have the student share the cluster with the person sitting next to them and explain why. | | | |