**Career Unit Plan – “Never Work a Day in Your Life”**

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| Teacher Name: Mary Jo Nicholson, Megan Osetek, Philip Kinane, and Christine Bosco |  |
| Grade Level(s): 7-9 | Subject/Course: CTE/all | Unit Plan: Career Exploration |
| Resources needed:On-site people, facilities, tools, technology, materials, community connections | ChromebooksInternetSoftware: Google slides or PowerPointO\*NetCareer One Stop |
| Learning Standards: | **NYS CDOS 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.**Career and Community Connections**2a) Identify and use career resources to obtain information about careers and employment trends**Employability skills** 3a) Identify personal characteristics such as abilities, interests, and values and examine how they might impact career choices**Career Technical Core (CCTC) Standards: Career Ready Practices** 2). Apply appropriate academic and technical skills.**NYS Literacy Standard 7**Integrate and evaluate content presented in diverse media and formats, including across multiple texts |
| Big Idea & Authentic Purpose: Why does this matter to your students?How will this be helpful to your students? | Students will start thinking and exploring what they want to do for a job or career.‘Have you ever heard the saying- If you like what you’re doing, you’ll never work a day in your life’ |
| Type of Career Content * **Career specific**
* Career psychology
* **Career skills**
 | Experts: Who can you connect with in order to bring in an outside voice? Zoom with former students and/or professionalsGuest speakers from local industries |
| Relevancy: How does it connect to students' lives?  | The lesson provides students with resources to gain knowledge and skills about possible career paths based upon their interests or strengths. They will be able to access these resources throughout their life and career journey. |
| Objectives:Objective Day 1: Using any of the options (checklist, VIA.), the student will identify their ‘positive” personality traits and areas of strengths and weaknesses. Objectives Day 2: Students will **identify** personal skills, strengths, and abilities, and relate those to career exploration and post-secondary education choices Use O\*Net interest inventory and mynextmove.orgObjective Day 3 and 4: Students will **apply** what they have learned about their personal skills, strengths, and abilities to career exploration activities and post-secondary education choices | Assessment: Day 1 Google Form- Students go through each category and list their top 6 personality traits. These will be imported into the instructor’s spreadsheet. Day 2 –  Submit a screenshot of their O\*Net interest inventory. Exit ticket- Submit 3 careers that you are interested in that align with your interest inventory. State if you feel it matches up with your personality trait and explainDay 3- Draft Presentation on career The presentation must include required elements listed belowDay 4- Give the presentationEach audience member needs to ask at least 3 questions throughout the all the presentations and summarize (using complete sentences) the answers discussed about fields or careers. |
| Knowledge Construction: How are students going to construct content knowledge and practice it Day 1: Using options (checklist, VIA, Careerzone/O\*Net (work interest values), the student will identify their ‘positive” personality traits and areas of strengths and weaknesses. They can rate themselves based upon the 24 traits in the 6 categories. [www.viacharacter.org](https://www.viacharacter.org/account/register)Class discussion: Examples of personality traits and discussion- Discuss careers per each trait[Positive Personality Profile Guide](https://nysemail-my.sharepoint.com/personal/christine_bosco_labor_ny_gov/Documents/Downloads/Positive%20Personality%20Profile%20Guide.pptx?web=1)OR make your own presentation on positive personality traitsStudents can rate themselves and give one example when they used the strength.Students will fill out a Google form stating their top 6 personality traits. |
| Day 2Complete O\*Net inventory- find and identify top 3 occupational interests- take a screenshot and submit to your instructorSearch – Career one stop, O\*Net, Careerzone, mynextmove.orgExit ticket- Submit 3 careers that you are interested in that align with your interest inventory. State if you feel it matches up with your personality traits and explain. Day 3 Pick one career that aligns with your findings based upon the inventories you have completed. Research the career. Prepare a presentation about your chosen career. Requirements for your presentation:* Career outlook
* Wages/money
* Job duties
* Education/training
* Soft skills required
* Location/where?/regions

Video/interview former students. Videos to watch as a group and posted on Google Classroom to view later: [Good Presentation VS Bad Presentation \* - YouTube](https://www.youtube.com/watch?v=V8eLdbKXGzk&t=3s)   [HOW TO Give a Great Presentation - 7 Presentation Skills and Tips to Leave an Impression - YouTube](https://www.youtube.com/watch?v=MnIPpUiTcRc&t=258s) |
| Day 4- Presentation DayEach student gives their presentation and is prepared to answer questions.At least 3 questions should be asked to each presenter about the presentation. End of Lesson- KWL Chart on any career presented. |