

Lesson Summary	Advanced Preparation
<p>In this lesson, students will be introduced to the function of CareerVillage and participate in discussion about various career options within an industry chosen by the instructor. This discussion will assist students in learning more about that particular industry as well as providing information that students may use in order to ask questions about that industry using the CareerVillage platform. (+/-60 min)</p>	<p>1) Select an industry that pertains to the topic you teach, may be of interest to many of your students, or that students may be unfamiliar with. Feel free to utilize the attached CTE Career Pathway PDF to assist you in selecting an industry. <i>*Insert the chosen industry into SLIDE 4 in the Industry Lesson PowerPoint found in the resources for this lesson.</i></p> <p>2) Research the chosen industry for:</p> <ul style="list-style-type: none"> ▪ Careers that students will recognize within that industry ▪ At least 3 careers that students may not have thought of within that industry and brief descriptions. Tech Example UI/UX Designer (a User Interface/Experience Designer is someone who enhances customer satisfaction and loyalty by improving the usability and pleasure in the interaction between the customer and the product) ▪ Other job functions that may exist within this industry Tech Example Other job functions that fall into this industry: <ul style="list-style-type: none"> • Marketing • Finance • Human Resources • Business Development <p><i>*Insert the 3 CAREERS/DESCRIPTIONS & OTHER JOB FUNCTIONS into SLIDE 6 in the Industry Lesson PowerPoint found in the resources for this lesson.</i></p> <p>3) Copy Industry Lesson Student Notes (1 per student if using)</p>
Materials	
<ul style="list-style-type: none"> • Screen (to project on) • Projector • Industry Lesson PowerPoint (slides 3-10 for students) • Industry Lesson Student Notes (optional) • Speakers or good volume on computer you are playing PowerPoint from (allow students to hear video) • Computers (for students to use in class) <p>Materials for teacher:</p> <ul style="list-style-type: none"> • Industry Lesson PowerPoint (slides 1-2 for teacher, slides 4 & 6 editable) • CTE Career Pathway PDF 	
Learning Objectives	Background Knowledge
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1) get personalized advice from actual working professionals by asking questions using CareerVillage.org. 2) describe and explain jobs in the industry of your choosing. 	<p>Instructor should have:</p> <ol style="list-style-type: none"> 1) Read “Educator First Steps” (found in the Getting Started teacher resource) to sign up and create a Cohort/Cohorts. 2) Presented the “What is CareerVillage?” PowerPoint (found in the lesson Resources tab) to students to provide a basic understanding of how CareerVillage can assist students. (20 minutes)

Assessment

“Warm Up”: Instructors can start class the day following this activity with a brief “warm up” asking students a questions such as

- a) “What question/questions did you ask on CareerVillage about the industry we talked about yesterday?” *This can allow other students to hear example questions as well as provide a platform for the instructor or other students to assist their peers in improving their question.*
- b) “Have you received a response to your question? If so, what did the professional suggest? Did you find if helpful?” *(may be used 1-3 days after lesson)*

Common Core Standards

Grades 8	Grades 9-10	Grades 11-12
<p>CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

ASCA National Standards (American School Counselor Association)

C:B1.5 Use research and information resources to obtain career information.

C:B1.6 Learn to use the Internet to access career-planning information.

ASCA Mindset & Behaviors Standards

B-SS 1 Use effective oral and written communication skills and listening skills.

B-SS 8 Demonstrate advocacy skills and the ability to assert self, when necessary.