



LESSON PLAN

Subject Specific

Career Exploration

Lesson Summary

In this lesson, students will choose one of five different careers to read about that relate to the course you teach, choose one to research further, then create a summary paragraph of that career using a scaffolded approach.

(90+/- min)

**Variations in timing & potential follow up activities discussed at end of lesson plan*

Materials

- **Screen** (to project on)
- **Projector**
- **Subject Specific Career Lesson PowerPoint**
- **Subject Specific Careers Student Notes**
- **5) Course Related Career Articles** (see examples for an Environmental Science Course in the attached resources)
- **Computers** (for students to use in class)

Learning Objectives

Students will be able to:

- 1) research information about a career relating to the course being taken
- 2) generate a well-written summary of key information needed to pursue that career

Advanced Preparation

1) Select 5 Career Articles that relate to the course you teach. Try to choose careers that students may not have heard of or may find interesting. Don't choose careers that are too obscure as you are trying to gain student interest. Make sure the articles have at minimum:

- a description of the career
- typical job duties

*see examples for an Environmental Science Course in the attached resources

2) Copy the 5 Career Articles that relate to the course you teach.

3) Copy Subject Specific Careers Student Notes (1 per student if using)

Background Knowledge

Instructor should have:

Instructor should have:

1. Read **“Educator First Steps”** (found in Resources tab of the lesson) to sign up and create a Cohort/Cohorts.
2. Presented the **“What is CareerVillage?” PowerPoint** (found in the Resources tab of the lesson) to students to provide a basic understanding of how CareerVillage can assist students. (20 minutes)
3. Provided time/assigned students to create their own accounts on CareerVillage

Assessment

Formative Assessment

The instructor can circulate around the room checking in on student progress on Part 2 looking for student progress and synthesis of important information in the graphic organizer.

Summative Assessment

The instructor should read through Part 3: Summary Paragraph looking for the students understanding and accuracy of five categories of information being asked for in the summary, clarity, spelling, and grammar.

Common Core Standards

<p>Grades 8</p>	<p>CCSS.ELA-LITERACY.W.8.1 (A, B, C, D) Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
<p>Grades 9-10</p>	<p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<p>Grades 11-12</p>	<p>CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each...in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the...</p>

ASCA National Standards (American School Counselor Association)

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.3 Develop an awareness of personal abilities, skills, and interests and motivations

C:A1.7 Understand the importance of planning

C:A2.2 Apply job readiness skills to seek employment opportunities

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

ASCA Mindset & Behaviors Standards

B-SMS 9. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

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

Lesson: Speaking Professionally

Time	Detailed Lesson Plan
2 mins	<ol style="list-style-type: none"> 1. Pass out the Subject Specific Careers Student Notes. 2. Let students know that today they will be exploring one of five different careers to read about that relate to the course you are in through research and writing.
5 mins	<ol style="list-style-type: none"> 3. Ask a student volunteer to read Part 1 aloud. 4. Review the key with students using Slides 2-6 of the PowerPoint, which shows examples of parts of the key being used within a text.
10-20 mins	<p>Individual Work:</p> <ol style="list-style-type: none"> 5. Depending on the length of texts you have found, let students know how much time they have to read and mark their article (<i>suggested 10-20 minutes depending on length of text, reading level, etc.</i>) 6. Circulate the room checking in with students or clarifying student questions or misconceptions.
25-30 mins	<ol style="list-style-type: none"> 7. Ask a student volunteer to read Part 2 aloud. Emphasize to students that they should search CareerVillage first prior to using other sites. Reiterate instructions using Slide 7-8. Slide 9 can be left on screen while students work. Be sure to point out the graphic organizer to students on their Subject Specific Careers Student Notes. <p>Individual OR Partner Work:</p> <ol style="list-style-type: none"> 8. Have students begin researching and adding to the graphic organizer. <p>*If you prefer to have students work with partners, pair students with the same article for this portion of the lesson.</p>
	<p>Option 1- Part 3 as homework</p>

10min	<p>1. With <u>AT LEAST 10 MINUTES</u> left in the class period, have a student volunteer read Part 3 and project Slide 10.</p> <p>Let students know that:</p> <ol style="list-style-type: none"> the guiding topics in the framing sheet are the same as the various categories of information they researched about the career they chose today and should be addressed in their summary paragraph. The sentence frames are there to assist them in composing a well-written paragraph but they are also welcome to use their own words. The blanks in each frame represent where students should fill in information from their research. <p><i>Example. <u>Marine Biology is a career that studies marine organisms, their behaviors, and interactions with the environment.</u></i></p> <ol style="list-style-type: none"> they may continue researching for the last 10 minutes if they are not finished or begin on Part 3 if they are finished with their research. <p>Part 3 is for homework and is due at the start of the next class.</p>
	<p>Option 2 – Part 3 completed in the following class meeting</p>
10 min	<p>9) With <u>AT LEAST 10 MINUTES</u> left in the class period, have a student volunteer read Part 3.</p> <p>10) Let students know that:</p> <ol style="list-style-type: none"> the guiding topics in the framing sheet are the same as the various categories of information they researched about the career they chose today and should be addressed in their summary paragraph. The sentence frames are there to assist them in composing a well-written paragraph but they are also welcome to use their own words. The blanks in each frame represent where students should fill in information from their research. <p><i>Example. <u>Marine Biology is a career that studies marine organisms, their behaviors, and interactions with the environment.</u></i></p> <ol style="list-style-type: none"> they may continue researching for the last 10 minutes if they are not finished or begin on Part 3 if they are finished with their research. they will continue working on Part 3 the following class The research in Part 2 must be completed for the following class if not already finished (homework).
	<p>Option 2 – Part 3 (second class meeting)</p>

- | | |
|--|--|
| | <ol style="list-style-type: none">11. Remind students that:<ol style="list-style-type: none">a. they are working on and finishing Part 3 today.b. Repeat 10) a
12. Circulate to check in with students and clarify any confusion surrounding the scaffolding provided for the paragraph. |
|--|--|

Possible Follow Up Activities

- Generate student created posters of the career they researched
- A gallery walk of the student created posters so other students can learn about careers they did not research in this activity