



Subject Specific Careers Lesson

Lesson Summary	Advanced Preparation
<p>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)</p> <p>*Variations in timing & potential follow up activities discussed at end of lesson plan.</p>	<p>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:</p> <ul style="list-style-type: none"> ▪ a description of the career ▪ typical job duties <p><i>*see examples for an Environmental Science Course in the attached resources</i></p> <p>2) Copy the 5 Career Articles that relate to the course you teach.</p> <p>3) Copy Subject Specific Careers Student Notes (1 per student if using)</p>
Materials	
<ul style="list-style-type: none"> • 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	Background Knowledge
<p>Students will be able to:</p> <ol style="list-style-type: none"> 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 	<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 Getting Started teacher resource) 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: 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: 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

Grades 6-8	Grades 9-10	Grades 11-12
<p>CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</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.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.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</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.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.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.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.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...</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.

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.

ASCA Mindset & Behaviors Standards

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

B-LS 5 Apply media and technology skills.