

Career Education and Work Standards Symposium

Career Acquisition

Lesson Provided By:
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Standards:

Career Acquisition 13.2.8.A

I can list five effective listening skills and can demonstrate these skills in a role-play situation.

Career Acquisition 13.2.8.C

I have completed a formal job application.

Career Acquisition 13.2.8.D

I have assembled my written career plan and goals in a portfolio along with my awards, achievements, school work, and projects.

Career Acquisition 13.2.8.E

I can describe five workplace skills* that I need in my future career.

* Attitude, punctuality, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others.

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|--|---|
| www.p21.org |Above & Beyond - Partnership for 21 st Century Skills |
| www.weebly.com |Weebly(educational website designer) |
| www.screenr.com |Screenr (online screencast creator) |
| http://blabberize.com |Blabberize (manipulating pictures to speak info) |
| www.clpgh.org/kids/storymaker |Carnegie Library of Pittsburgh (create a story) |
| www.storylineonline.net |Screen Actors Guild (streaming video read aloud) |

Hanover Public School District – EATS Lesson

Subject: Language Arts

Topic: Career Acquisition

Grade: 6th

Essential Question: How will mapping out a career plan and goal help me prepare a page for our classroom website while using effective listening and workplace skills?

Assessment Prompt #1: Complete a job application

Assessment Prompt #2: Compile a portfolio that includes a career plan/goal

Assessment Prompt #3: Update/Edit a page on the class website

Activating Strategy: Anticipation Guide

Students will record their responses to statements pertaining to the topic. A class discussion will follow. After all groups have finished, students will record their new responses to the previous statements.

Key Vocabulary: Attitude, punctuality, commitment, communication, dependability, initiative, time management, teamwork, and technical literacy

Teaching Strategies: Whole Group Discussion, Collaborative Groups, Note taking guide, visual models, rubric

Instruction:

- 1) Complete Anticipation Guide and discuss
- 2) Introduce webpage job assignment groups to students:
***Class Bio, Super Student Work, Class Calendar, & Class News**
- 3) Students will complete a job application which includes to their interest/skills for the job they choose to apply (AP #1).
- 4) Students will also compile a rubric evaluated portfolio complete with career plan/goal worksheet as well as other materials that demonstrate their ability to perform the job they are applying. Materials can include pieces of writing from their writing folder, artwork from Specials, or any other materials they might want to include (AP #2).
- 5) After a short interview with the teacher during conference time, students will be placed in a job group according to the skills described in their application and portfolio.
- 6) Once in their groups, students will be given a short tutorial on how to add and edit on the page they are assigned to, as well as discussion of the type of skills needed to work together in a collaborative group.
- 7) They will need to assemble a rough draft of what they would like to include and run it by the teacher for approval.
- 8) Groups may then begin to make the necessary updates and additions to their particular page (AP #3).
- 9) Once pages are complete, groups will be able to do a "Gallery Walk" of the rest of the pages and give constructive feedback.
- 10) Students will record their new responses to the anticipation guide.

Summarizing Strategy: Each design team will come up with three listening/workplace skills they used in their groups that enabled them to better complete the task. Groups will share in a whole class discussion. Students will also discuss if and how they reached their goal for this task.

WEB DESIGN JOB APPLICATION

Personal Information

Last Name: _____ First Name: _____ Middle Initial: _____
Street: _____ City: _____ State: _____ Zip: _____
Phone: _____ E-mail address: _____

Education

Name of School: _____ Grade: _____ Favorite Subject: _____

Hobbies

What do you like to do in your spare time? _____

What are your favorite after school activities? _____

Employment Opportunities:

For which web design job are you applying? _____

What interests do you have that would make this a good match for you?

What skills do you have that would make this job a good fit for you?

Date:

Signature:

Name _____ Sec. _____

My Career Plan & Goal

Please record a career plan and goal below. Make sure to include your final copy in your portfolio folder along with three (3) additional pieces of writing.

My Career Plan

In the space provided, please record a plan of action for the job you are applying for. Be sure to include any and all skills and interests that might make this plan run smoothly for you and your design team.

My Career Goal

Create a goal for yourself and your future design team. Make sure you are specific in creating your goal. Your goal should be realistic and attainable.

Pennsylvania Writing Rubric

| <u>6</u> | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
|--|---|--|---|--|---|
| SHARP, DISTINCT FOCUS | CLEAR FOCUS | ADEQUATE FOCUS | VAGUE FOCUS | CONFUSED FOCUS | ABSENCE OF FOCUS |
| substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well developed | specific and illustrative content | sufficient content | content limited to a listing, repetition, or mere sequence of ideas | superficial content | absence of relevant content |
| obviously controlled and/or subtle organization | logical and appropriate organization | appropriate organization | inconsistent organization | confused organization | absence of organization |
| writer's voice apparent in tone, sentence structure, and word choice | precision and variety in sentence structure and word choice | some precision and variety in sentence structure and word choice | limited sentence variety and word choice | lack of sentence and word choice variety | no apparent control over sentence structure and word choice |
| few mechanical and usage errors | some mechanical and usage errors | mechanical and usage errors not severe enough to interfere significantly with the writer's purpose | repeated weaknesses in mechanics and usage | mechanical and usage errors that seriously interfere with the writer's purpose | mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand |

Name _____ Total _____ / _____

Comments: