CAREER EDUCATION AND WORK STANDARDS SYMPOSIUM

Career Acquisition
6-8

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.*

Resources:

www.p21.org …………………..…Above & Beyond - Partnership for 21st Century Skills

www.edcanvas.com ………………..EdCanvas (*Create, organize, & deliver lessons*)

www.weebly.com ……………….....Weebly   (*educational website designer*)

www.qrstuff.com/............................QR Stuff (*QRcode creator*)

http://miniqr.com/reader ....Mini QR (*QRcode reader*)

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*)

6th Grade Career Acquisition - EATS Lesson Plan, HPSD

Unit Title: *Creating a Classroom Website*

Essential Question: How can I use effective listening and workplace skills to achieve a career goal I have set by   completing a task with a team?

Assessment Prompts:
> **#1:** Complete a job application
> **#2:** Compile a portfolio that includes a career plan/goal
> **#3:** Update/Edit a page of the classroom website

Activating Strategy:
> Anticipation Guide
> - Students will record their responses to statements pertaining to the topic.
> - A class discussion will follow.

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

Graphic Organizers: Web Design Application, Note taking guide
Teaching Strategies: Whole Group Discussion, Collaborative Groups, visual models, rubric

Day 1:
1) Complete Activating Strategy
2) Introduce webpage job assignments to students:
   *What's Up?, Language Arts, Social Studies, Science, Super Student Work, and Photos
3) Students will complete a job application which includes their interest/skills for the job they choose to apply. Students should refer to their JA Biztown interest surveys. (AP #1).

Day 2:
1) 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).
2) Students will peer edit one another's portfolios before conferencing/interviewing with the teacher.

Day 3:
1) 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.
2) Once in their groups, students will be given a short tutorial on how to add and edit on the page they are assigned to. We will also discuss the type of skills needed to work together in a collaborative group.
3) They will need to assemble a rough draft of what they would like to include and run it by the teacher for approval.

Day 4:
1) Groups may then begin to make the necessary updates and additions to their particular page (AP #3).
2) Once pages are complete, groups will be able to do a "Gallery Walk" of the rest of the pages and give constructive feedback.
3) Students will record their new responses to the anticipation guide.

Summarizing Strategy:
Each design team will create a list of five listening and workplace skills used in their group that enabled them to better complete the task. Groups will share in a whole class discussion. Each individual student will also complete a career goal

analysis of his or her experience.

Name _____   Sec. _____

Anticipation Guide

Before we get creative, let's figure out how much we know!

Directions: Circle whether or not you agree or disagree with the following statements.

1) **It is important to be honest on a job application.**	AGREE	DISAGREE
2) **You should always include your contact information on an application.**	AGREE	DISAGREE
3) **Choose a wide variety of material to display in your portfolio.**	AGREE	DISAGREE
4) **Looking someone in the eye as he/she talks is a positive listening skill.**	AGREE	DISAGREE
5) **Paraphrasing the speaker is a great way to show you are listening.**	AGREE	DISAGREE
6) **Active listening is a key part of working in a group.**	AGREE	DISAGREE
7) **Having a bad attitude will affect the people you work with.**	AGREE	DISAGREE
8) **Open communication happens when active listening is present in a group.**	AGREE	DISAGREE
9) **Dependability is a key component of collaborative work.**	AGREE	DISAGREE
10) **Technical literacy is a skill employers look for when hiring.**	AGREE	DISAGREE

Name _____ Sec. _____

My Career Goal & Plan

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.

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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.

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Pennsylvania Writing Rubric

Name _____

<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
<u>*SHARP, DISTINCT FOCUS*</u>	<u>*CLEAR FOCUS*</u>	<u>*ADEQUATE FOCUS*</u>	<u>*VAGUE FOCUS*</u>	<u>*CONFUSED FOCUS*</u>	<u>*ABSENCE OF FOCUS*</u>
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

Total _____/_____

Comments: