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| **UNIT: Career Ready Practices** | | | **LESSON: Plan education and career paths**  **aligned to personal goals.** | | | **LESSON SEQUENCE IN UNIT: #10** | |
| **Learning Objective:** | | | | | | | |
| **Students will be able to plan education and career paths aligned to personal goals** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| #10 Plan education and career paths aligned to personal goals  #4 Communicate clearly and effectively and with reason | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
|  | Get Started/Engage | | | People work for many reasons but the main one is money. All careers/jobs are not the same. Discuss some differences (amount of hours, time of day or week, working conditions, environment, etc.) with the class.  Money or Happiness, what is the right balance for you? | | | |
|  | Discover/Explain: Provide new information or demonstrate a skill | | | Introduce the New York State career site  [www.careerzone.ny.gov](http://www.careerzone.ny.gov) | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | Have students go to the “Assess Yourself” option   * Select their top 3 interest * Select their top 3 work values   From the suggested careers, have students select one that they would like to learn more about.  Students will prepare a presentation to teach the class about their chosen career/job. Students should include the following information   * Job Description * Interests * Tasks * Duties * Education/training required * License requirements if any * Wages * Job outlook * Other topics of student interest or required by the teacher | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will observe and listen to group discussions. Ask questions for understanding and to help groups when necessary | | | |
|  | Close: Summarize, check, and answer questions | | | Presentations | | | |
|  | Support, Modifications, and Extensions | | | This lesson can be a one or two period activity. | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
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| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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