Lesson Title: Future Career Exploration

Standard: G8.3.5: independently demonstrate knowledge and skills to apply a problem solving model to critical issues encountered in various non-academic, and academic situations.

Grade Level: Middle School - 8th Grade

Lesson Materials: Computer/Internet Access - Career Websites - Google Doc Informational Paper Guide - Google Doc Note Handout

Lesson Duration: 1 Week

Dimension	Description
Learning Goals	Demonstrate knowledge and skills required to apply a problem solving model to researching a future career option.
Criteria for Success For the student: For the teacher:	I can… ● explore personal traits and relationship to a future career option. ● develop skills to locate, evaluate, and interpret career information using a guided inquiry research process. ● explore and analyze information from a variety of sources. ● make connections between self and related topics/information. What the teacher will look for as evidence of success: ● Students will be able to use a guided inquiry research process effectively. ● Students will be able to analyze the information they found to decide on a future career option or career path to pursue.
Tasks and Activities that Elicit Evidence of Learning	1. The School Counselor, Librarian and classroom teacher will lead a discussion on career choices and goals. 2. Students will take the CareerCruising Personality Assessments and examine the recommended future career options based on the results. 3. Students will pick one future career option to examine in further detail by applying a guided inquiry research model to locate, explore, evaluate, and analyze relevant information.

	4. Students will paraphrase and summarize found information in note form. 5. Students will discuss with the group new acquired knowledge of the chosen future career option 6. Students will reflect individually on the relationship between self and newly acquired knowledge of the chosen future career option. (e.g., whether the future career option should continue to be considered a valid choice for the individual)
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	Questioning Strategies: ● What careers do you think are a good fit? ● What do personality traits have to do with a future career option? ● After taking the personality assessment, what careers match your personality traits? Do you agree with the results? ● Where can you find reliable and current information over a career choice? Can you trust the information you find? Does the information contain bias? Is the information personal or general? ● After you have completed the assignment, is the career a choice you still want to pursue? Key Misconceptions: Individual jobs all contain misconceptions such as salary, years of training, secondary education, and job duties.
Extending Thinking During Discourse	● What career interest me at this age? ● Do I have personality traits to succeed in this career? ● What requirements do I need to obtain my future career path? ● What can I do between now and high school graduation to make my future career path a possibility?
Descriptive Feedback	
Peer Feedback	Students will assist each other in the research process. Students will review each others research notes for clarity.
Self-Assessment	

Collaborative Culture of Learning	The teacher will work with the classroom teacher and counselor in leading a whole class discussion on career paths. Students will work independently on research but will assist each other in small groups with issues or problems that may occur while completing the project. Students will share their findings with the whole class at the end of the project.
Use of Evidence to Inform Instruction	The teacher will assess the students career notes for understanding of the proper use of a research method. The teacher will assess the students oral presentation over their future career plan.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

Lesson Plan submitted by: