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| **Lesson Title**: Career Development  **Created by: Jennifer Schreier** | **NRS Level of Lesson: 3-4**  **Time Needed: 180 min** |
| **Intended Modality:** (check all that apply)  x In-person Virtual □ Hybrid | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) |
| **Reading** | **4.R.RH.12** - Transcribe and interpret information, data, and observations to apply information learned from reading to actual practice.  **4.R.FW.2** - Use information technology tools to manage and perform work responsibilities.  **b.** Navigate and use the internet |
| **Writing** | **4.W.RB.3** - Draw evidence from informational texts to support analysis, reflection, and research. |
| **Speaking** | **4.S.PK.1** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.  **4.S.PK.2** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | |
| □ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | □ Teamwork *(Critical Thinking, Effective & Cooperative Work)* |
| □ Work Ethic *(Dependability, Professionalism)* | **x** Communication *(Active Listening, Clear Communication)* |
| **Lesson Objectives *(Students will be able to)****:*  Students will be able to analyze structure of information being presented and reconstruct the information in a meaningful way.  Students will be able to paraphrase information learned from research.  Students will be able to present information using a format that suits them best that emphasizes specific points while working on clear pronunciation.  Students will use a form of multimedia to enhance their presentation. | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**  Accept format choice (oral, written, visual) in assignments  Create safe, welcoming learning environments  Provide one-to-one help when needed | |
| **Key Vocabulary**:  Assessment, career ladder, outlook, sustainable, career | |
| **Instructional Materials:**  Textbooks or online curriculum  **Vocabulary Definitions Sheet:** <https://docs.google.com/document/d/12jq23jP3YNYR2DA3gUDAhhmhd-pGFxqDPyF-X-6gTmo/edit?usp=sharing>  **Paraphrase Activity:**  <https://docs.google.com/document/d/1uVE4yvhmrWrYRfgimtmdMs8Dw1PsUzphWQxMkwni9FI/edit?usp=sharing>  **Career Exploration Worksheet for Option 1:** <https://docs.google.com/document/d/1I41sETZVJrH77zl2a_HWMGJSb44ABG0Q/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true>  **Career Exploration Worksheet for Option 2:**  <https://docs.google.com/document/d/1oLKoNNXAlv4yeiC771H8XbGkcAom8cMC/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true>  **Rubric:**  <https://docs.google.com/document/d/1uZARZT7YizycrQYtHZdFvkBsi_DMPpXx/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true>  **Sample Student Presentations:**  <https://docs.google.com/presentation/d/1QfFnKtBWPC9ChzjttZWCrnoX6QLKYwdSMGl68lz135g/edit?usp=sharing>  <https://docs.google.com/presentation/d/1EU_ZIypoWEFiabGwYNWG4LSA_7-KOJLYl4_p9Pm4REU/edit?usp=sharing>  Websites  **Option 1- ICCB recommended, requires students to set up an account from WorkNet IL:** <https://www.illinoisworknet.com/>  **Option 2**- **Does not require students to create a free account, but the materials can be lost if not saved or printed from Career One-stop:** <https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx>  **Wiki How - A tutorial on how to use Google Slides**  <https://www.wikihow.com/Create-a-Presentation-Using-Google-Slides> | |
| **Lesson Activities:**   1. **Discuss the vocabulary words** 2. **Hand out vocabulary sheet and have students record definitions for each word. The words will also be used again in their assignment. Definitions: Career Ladder Example: Student becomes a CNA, then becomes an LPN (nursing degree requiring 2 years), then becomes a Registered nurse (4 year degree) and then a nurse practitioner (master’s degree); Outlook: this is defined in the career survey and refers to the job outlook for the future; Sustainable: job** **that is aligned with your interests, strengths, and values, and offers ongoing learning and renewal; Assessment: a tool to evaluate and measure (in this case students are assessing what their interests are in order to find a career); Career: see activity in step 2.** 3. **Review how to paraphrase information.** 4. **Go over the 2 definitions of ‘career’ as stated in the activity below. Students will practice their paraphrasing skills by working with the 2 definitions of career.** 5. [**https://docs.google.com/document/d/1uVE4yvhmrWrYRfgimtmdMs8Dw1PsUzphWQxMkwni9FI/edit?usp=sharing**](https://docs.google.com/document/d/1uVE4yvhmrWrYRfgimtmdMs8Dw1PsUzphWQxMkwni9FI/edit?usp=sharing) 6. **Students will write a paraphrase for the 2 definitions of career. Share as a class, and submit to instructor.** 7. **Introduce the activity - Taking A Career Survey** 8. **From the Instructional Materials section, select Option 1 or Option 2 (determined prior to class), then log on to the website you choose.**   **Option 1link to website:** [**https://www.illinoisworknet.com/**](https://www.illinoisworknet.com/)  **Option 2 link to website:** [**https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx**](https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx)   1. **Hand out Career Exploration Worksheet:**   **Option 1 Worksheet** [**https://docs.google.com/document/d/1I41sETZVJrH77zl2a\_HWMGJSb44ABG0Q/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true**](https://docs.google.com/document/d/1I41sETZVJrH77zl2a_HWMGJSb44ABG0Q/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true)  **Option 2 Worksheet:** [**https://docs.google.com/document/d/1oLKoNNXAlv4yeiC771H8XbGkcAom8cMC/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true**](https://docs.google.com/document/d/1oLKoNNXAlv4yeiC771H8XbGkcAom8cMC/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true)   1. **Go over Step 1 of the assignment with the students.** 2. **Share with students on the overhead what the questions on the survey look like, and preview how they will answer the questions. (Instructor should fill out survey ahead of time to be able to complete the activity in letter f)** 3. **Allow 15 minutes for students to answer the questions.** 4. **Bring class back together and discuss the results of the survey, using the instructor’s results as a model.** 5. **Bring the worksheet to students’ attention. Review the questions in Step 2 with students before allowing them time to explore careers.** 6. **Allow 30-40 minutes for students to ask the questions in Step 2 and explore careers.** 7. **Once the student decides on a career, have the student share the career choice with the instructor. Students should not move on to Step 3 until they have shared their choice with the instructor.** 8. **Review as a class the questions in Step 3.** 9. **Students will answer the questions in Step 3 and turn in to the instructor. This will need to be graded and returned to students before moving to Step 4.** 10. **Return the Career Exploration Worksheet and begin the next activity.** 11. **Ask the question: How can we turn the information you gathered into a meaningful presentation? Have a class discussion about organizing information and transcribing how information is presented.** 12. **Review as a class Step 4. Explain the instructions.** 13. **Ask the class, How will you present your information? Will you write an essay, read it to the class, and present some digital element such as a link or picture, will you use Google slides to share the information, or will you use pictures and read from notecards? Brainstorm as a class.** 14. **This wiki can be used if students need to be reminded about Google Docs and Slides.** [**https://www.wikihow.com/Create-a-Presentation-Using-Google-Slides**](https://www.wikihow.com/Create-a-Presentation-Using-Google-Slides) 15. **Share with students these sample slide shows:** [**https://docs.google.com/presentation/d/1QfFnKtBWPC9ChzjttZWCrnoX6QLKYwdSMGl68lz135g/edit?usp=sharing**](https://docs.google.com/presentation/d/1QfFnKtBWPC9ChzjttZWCrnoX6QLKYwdSMGl68lz135g/edit?usp=sharing)   [**https://docs.google.com/presentation/d/1EU\_ZIypoWEFiabGwYNWG4LSA\_7-KOJLYl4\_p9Pm4REU/edit?usp=sharing**](https://docs.google.com/presentation/d/1EU_ZIypoWEFiabGwYNWG4LSA_7-KOJLYl4_p9Pm4REU/edit?usp=sharing)   1. **Review the rubric to be used at the end of the project.** [**https://docs.google.com/document/d/1uZARZT7YizycrQYtHZdFvkBsi\_DMPpXx/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true**](https://docs.google.com/document/d/1uZARZT7YizycrQYtHZdFvkBsi_DMPpXx/edit?usp=sharing&ouid=103518165817894439936&rtpof=true&sd=true) 2. **Allow 40-45 minutes to create the presentation.** 3. **Students will share their presentations with the class. Before the presentations are shared, discuss what a good listener looks like, remind students they are in a safe environment, and give alternative options if a student does not want to present. For example, a student can videotape their presentation or voice record it**. (Note: Have students share their Google Slides or multimedia with the instructor ahead of time to save time between presentations.) 4. **Provide exit ticket to review what students learned.** | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**  Recording the lesson  Students can write an essay and record themselves presenting the information or use Google Slides/PowerPoint with standards 4.S.PK.1, 4.R.RH.12 | |
| **Performance Tasks:**   * Students will learn five new vocabulary words and interact with the words throughout the lesson. * Students will review paraphrasing by writing a paraphrase for the vocabulary word career. * Students will complete a career survey, readthrough careers that interest them, while filling out a worksheet of questions that require them to analyze and paraphrase. * Students will develop a digital presentation. * Students will present their presentation to the class. | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**  Students will be given a variety of options to present the materials such as PowerPoint or Google Slides, images, or sound – standard 4S.PK.2  Students can use a Venn Diagram, take notes, or write a summary when drawing evidence – standards 4.W.RB.3, 4.R.RH.12 | |
| **Notes:**  Students should be familiar with Google Docs and Google Slides.  Expansion Activity: Use a Venn diagram and have students compare and contrast their top 2 or 3 career choices. | |