

Unit Title: Careers Exploration Presentations
Grade Level: (example: 9, 10, 11, 12 or 7-8) 9
Subject Area: (example: Science, Physics; English, Short Stories) Social Studies & English
Duration/Length/Number of class periods: (example: 5 class periods) 8-10 class periods
Description: Students will research 3 or 4 possible future careers and present their learning using a variety of media or models
<p>Established Goals (National, State, Local):</p> <p>9.9.4.4 While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).</p> <p>9.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>

<p>What Enduring Understandings are desired?</p> <p>Examining one's own interests, skills and personal qualities can lead to more personalized and engaging career exploration.</p>
<p>What Essential Questions will be considered?</p> <p>How do I discover topics that I am interested in and am passionate about?</p> <p>How can the skills that I am good at help me understand my future career paths?</p> <p>How can my best personal qualities help me to be successful in my future?</p>
<p>Students will know / be able to:</p> <p>Students will reflect on their interests, passions and skills.</p> <p>Students will consider which careers might match the interests and skills they identified.</p> <p>Students will learn a wide variety of specific facts about 3-4 possible future careers.</p> <p>Students will be able to present their learning using a variety of required and optional summative outputs.</p>

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Formative</p>	<p>Summative</p>	<p>Introductory Activity</p>	<p>Learning Activity</p>	<p>Student Technology Used</p>	<p>ISTE Standards</p>
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Guess the Career Game - Teacher gives clues/facts about different careers and students guess which career is being described. Use Kahoot or a general quiz			x		x	x	IA
Using a guided organizer and provided word bank as a resource, students will write a reflective journal entry focusing on their own interests, skills and personal qualities as it relates to possible career options.	x			x			IVC
Students will use the state career exploration website database to research which careers they might be interested in based on the findings of their reflective journal. Students will answer questions on a web database response worksheet.				x	x		IIA
Students will choose 3 or 4 specific careers from those they selected for the worksheet and will complete the Career Exploration Google Form for each career, write a help wanted ad for each career and create a business card for each career.	x			x	x	x	IA ID IVD
Students will use a variety of options (MCIS database, interviews, articles, etc) to research details about their chosen 3-4 careers and prepare their chosen summative output(s)				x	x	x	IIIA IIIC
Students will demonstrate their Career Exploration summative outputs using a variety of required and/or chosen options, including by not limited to, major paper(s), interview videos, class presentations, Google Slide decks, etc		x			x	x	IIB VIB

Materials, tools and resources

Guess the Career Kahoot game - created by teacher
 Personal Reflection Journal entry directions and word bank - created by teacher
 Minnesota Career Information System website (mncis.intocareers.org) and login/account
 MCIS response worksheets - created by teacher
 Padlet to post Help Wanted ads - started and shared by teacher
 Access Image Chef and Adobe Spark programs to create business cards
 Access to Flipgrid account to record and share interview videos
 Smart Board for presentations

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

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Additional credit given to