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| **Lesson Name:** | **What do scientists look like?** |
| **Grade Level(s):** | 8th grade science |
| **Goal/Objective(s):** | After the lesson, students will be able to describe careers associated with Earth Science.  Students will also be able to describe the education level and skills required for the career. |
| **Standard(s):** | **Science Standards**  **S.8.LS.6** Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history the history of life on Earth under the assumption that natural laws operate today as in the past.  **S.6-8.L.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  **S.6-8.L.13** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.  **School Counseling – Student Success Standards:**  **MLP.SS.1.1.1** identify and develop competence in areas of interest.  **MLP.SS.2.1.1** explore how personal abilities, skills, interests, and values relate to workplace.  **MLP.SS.2.1.2** examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision.  **MLP.SS.2.1.8** practice expected workplace dispositions and behaviors. |
| **Instructions:** | * Have students close their eyes and picture a scientist. * Have students complete a Quick Draw: “What does you scientist look like?” (allow students enough time to sketch a picture) * Allow students to share their pictures via Elmo or describe what their pictures look like. * Discuss the idea that not all scientist look the same (wear a white coat and work in a laboratory). * Introduce the assignment : Students will choose 1 of the following scientists to research **archeologist, geoscientist, paleontologist, museum curator, palynologist** * Students are to go to the cfwv.com website and research their scientist, taking notes on the Scientist Information Sheet. * Students will draw a new picture of the scientist including information learned from the cfwv.com website. This information can be incorporated into the illustration or adjectives can be written around the drawing. Final illustration must be in color. * Students will then create a journal entry at least 1 paragraph long describing a day on the job as their scientist. Students must include proper grammar and correct spelling in the journal entry. |
| **Materials:** | * Elmo (not required) * Computer with internet access – cfwv.com website * Copies of **Scientist Information Sheet** (one per student) * Project rubrics |
| **CFWV Tools Used:** | Career Planning – Explore Careers |
| **Assessment** | Students will be graded on final project. A rubric will be used. |