|  |  |
| --- | --- |
| **Lesson Name:** | **Become a Scientist!** |
| **Grade Level(s):** | Earth and Space 9 |
| **Goal/Objective(s):** | Students will compare/contrast an Earth Science Career with a career of interest provided to them with the results of their ***Career Cluster Survey.*** Students will take an active role in the field of science by interpreting scientific data they’ve researched for their specific career and explaining how it connects to one or more of the branches (*Atmosphere, Geosphere, Hydrosphere, and Biosphere*) of Earth Science. |
| **Standard(s):** | **Science Standards:**  **S.9.ESS.8** Analyze geoscience data to make a claim that one change to Earth’s surface can create feedbacks that cause changes to other Earth systems.  **S.HS.ETS.1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.  **School Counseling – Student Success Standards:**  **ALP.SS.2.1.1** explore career options in relation to career clusters and transferable skills.  **ALP.SS.2.1.4** update career cluster and personalized education plan in relation to changing interest, job demand, and personal data.  **ALP.SS.3.1.11** use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. |
| **Instructions:** | * Prior to implementing this activity make sure that students have completed the ***Career Cluster Survey****.* * Use the attached Geoscience Data and Global Challenges Suggestions list or have students search for potential Earth and Space Science careers of interest using the *Science, Technology, Engineering and Mathematics* section of the ***Explore Careers*** portion in the *Career Planning* tab. Have the students *“Add to Portfolio”* once a career has been selected. * Provide students with the attached Grading Criteria Rubric to use when preparing their presentations. Suggested duration for each presentation is 15 minutes. Students will need to use the ***Compare Careers*** *tool* in ***Explore Careers.*** * Provide students with approximately 2- 3 days of class time (more if needed) to research and construct a presentation. Allow students time to create an outline for their presentation after selecting a topic or use the attached Suggested Outline. * Use the attached Presentation Follow Along to have students respond to each student’s presentation. * When finished, have students use the Presentation Follow Along to construct a journal entry located in the ***Your Journal*** section of the *Your Portfolio* tab. |
| **Materials:** | * Classroom set of laptops or computer lab with Presentation program such as Microsoft PPT. * Classroom Projector * Attached Documents: Geoscience Data and Global Challenges Suggestions, Grading Criteria Rubric, Suggested Outline, and Presentation Follow Along. |
| **CFWV Tools Used:** | ***Career Cluster Survey***  ***Explore Careers***  ***Compare Careers***  ***Your Journal*** |
| **Assessment** | Grading Criteria Rubric and journal entry. |