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| Lesson Name: | Career Presentation Portfolio |
| Grade Level(s): | 8th |
| Goal/Objective(s): | The student will build a portfolio using a career choice and present to the class using CFWV and other resources after filling out the personal portfolio information surveys using CFWV; reviewing clusters and skills for the career choice; choosing a college; and researching the cost of the training program for the career.  The student will use the standards below to infuse technology and 21st Century Learning to include STEM Cross Curriculum.  Additional STEM Objectives could be used with this to include Math, Science, and Engineering. |
| Standard(s): | HS.O.LCON.6.4 investigate career paths in relation to personal aptitudes, interest, standards, and desired lifestyle.  HS.O.LCON.5.1 implement decision making and goal setting processes.  HS.O.LCON.7.5 beginning to prepare a financial plan  HS.O.LCON.8.1 develop a plan to achieve employment goals  HS.O.LCON.8.4 practice the use of technology as related to occupations  HS.O.LCON.8.10 examine skills needed for changing workforce demands  21C.O.9.12.2.LS3 Student engages in a problem solving process by formulating questions and applying complex strategies in order to independently solve problems. (Thinking and reasoning skills)  21C.O.0-12.1.LS1 student recognizes information needed for problem solving, can efficiently browse, search and navigate online to access relevant information, evaluates information on credibility, social, economic, political and/or ethical issues, and presents findings clearly and persuasively using a range of technology tools and media.  21C.O.9-12.3.LS3 student demonstrates ownership of his/her learning by setting goals, monitoring and adjusting performance, extending learning, using what he/she has learned to adapt to new situations, and displaying perseverance and commitment to continued learning. (Personal and workplace skills)  21C.O.5-8.1.TT10 student uses internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness content and usefulness.  21C.O.5-8.3.TT5 student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.  21C.O.5-8.3.TT6 student applies productivity/multimedia tools and perifpherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.  21C.O.5-8.3.TT8 student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.  21C.O.5-8.2.TT3 student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions. |
| Instructions: | 1. Students are to go to the CFWV site and create a site or log in per the links in the material section. The instructor has the site pulled up on the front screen in the front of the room while working with the students to make sure that they are on task and so that the instructor can ensure that the students are on the correct site. 2. A "skeleton" has been provided so that the students may do research and fill in information pertaining to the questions on the slide in the presentation. The students will need to pull up their Microsoft accounts and will need to upload this by the teacher sharing or the teacher may use an Edmodo site to place in the library and then to share with the students. (Edmodo .. just go to [www.edmodo.com](http://www.edmodo.com) to set up an account as it is a great way to communicate all of this information with the students, shows surveys of how much is being completed by the students, and any questions they may have.) 3. The students may fill in the information on the presentation, replacing the original questions with information researched on the sites and links in the materials section with their own information. 4. Any students who have selected sports or entertainment clusters are to select an additional or secondary career for the presentation so that a major is researched and additional careers related to the industry. 5. Students are to include pictures on the slides of training facilities; where they are going to work or a picture showing the type of work (for example, if they are going to be a nurse, then a picture of a nurse working with a patient, etc).; where they want to live; and may use their choice of design, style, and font as long as the presentation is readable. Remind them that it will need to be readable from a distance during presentation. 6. Any pictures of materials used in the presentation need to be cited on the last slide to include pictures. 7. The career; description, future employers, work and living location, entry level, mid, and retiring income forecast, location for training; duration and cost of training per semester, course, and/or entire time; and transportation needs are to be provided in the slide after researching and using the links as a cited reference on the final slide. Each slide is descriptive. As the students find the answers to these questions, have them place the link on the reference slide. 8. 1st slide is student name, career choice, and period; 9. Last slide is reference list (make sure you have 3 including CFWV). 10. Bullets and lists are to be used for slides 11. Action words are to start statements 12. Spelling and grammar to be edited as necessary 13. This project may be done using PowerPoint, Office Mix, SWAY, Prezi, or by another means approved by the instructor. It is to be shared with the instructor through SharePoint for grading and progress. The teacher has the option to set up folders for each class in email. 14. To share, the student goes to “editing online” once opening the PowerPoint; then the student shares (in the upper right corner); 15. The student lists the teacher’s name; in the box the student will place the period (example “4” for period 4) and the box will be unchecked that says “requires sign in”. 16. This process will allow the teacher to drag the folder in the email to a set folder for the class; each time the students make updates they will automatically be in the file, and then the teacher may have the folder for the class to open and grade or use to display in class to use the attached sheet for the students called, “Fill in for Presentations”. The students can discuss their project to the class while the class is seeing other types of careers, schools, school costs, and other information in order to learn clusters. 17. The students may watch the attached tutorial videos for the various presentation software programs (for differentiation). 18. There is an attached rubric for the teacher to use to grade these. 19. If you download PowerPoint at home or have it downloaded on the computer at your working locations, then you are able to download the Office Mix in order to be a little bit more creative and persuasive with your presentation.  <https://mix.office.com/gallery/category/how-to>   If you choose to do your presentation using a SWAY, then you may download this through the Microsoft account that you have and the tutorial is listed on the link below  <https://sway.com/>  For those students doing a Prezi …. here is a tutorial below.  The students may place the link for the Prezi on the second slide of the PowerPoint so that it may be opened up or may send you the link in the Microsoft email.  The teacher may have to have an account with the Prezi in order to open up the file.  <https://prezi.com/>        *An additional spreadsheet assignment may be done with this for setting up a budget and analyzing cost of living expenses, mortgages, and retirement.*  CFWV site for setting up account; taking portfolios on interests, clusters, skills and reviewing videos on the type of career that you are interested in.  There are also tabs for finding how much a college is going to cost  <https://www.cfwv.com/Career_Planning/Explore_Careers/Explore_Careers.aspx>  <https://www.cfwv.com/Career_Planning/Get_a_Job/_default.aspx>  Below is the link to a site which offers some guidance in using your own work and citing information which has been "borrowed". You will need to place evidence of your findings on the reference page on the last slide.  <https://www.commonsensemedia.org/educators/lesson/whose-it-anyway-4-5>  Listed below are additional sites to find out more information about your career. You must use the CFWV site as your main reference and then choose atleast 2 others below to find out supporting evidence about your career.  <https://www.google.com/about/careers/>  <http://www.educationplanner.org/>  <http://wvinfodepot.org/>  <http://www.onetonline.org/> |
| Materials: | <career_skeleton_for_presentation.pptx>  [Student Fill in for Presentation.docx](Student%20Fill%20in%20for%20Presentation.docx)  Microsoft Student Log In Account  Access to computer with Microsoft and Adobe (IPad may not work well with some of the videos)  Step 1: Student goes to CFWV site using following links:  This first link is for the site visit to set up account or log in  <https://secure.cfwv.com/>  Step 2: Student goes to the Career Planning link below and goes into “Learn About Yourself”. The student will take the following: Interest Profiler; Career Cluster Survey; Basic Skills Survey; The Career Key; Work Values Sorter; Transferable Skills. (These may be retaken each year with additional for high school “School-2-College-2-Work survey). Make sure that the student saves the information to his or her portfolio when asked. This information will provide charts later for different Job Clusters and may be used for other projects.  <https://secure.cfwv.com/Career_Planning/_default.aspx>  Step 3: The Student will go back to Career Planning once finished with these to “Explore Careers” on the following link. It is at this place the students will review videos and information for different careers. During this time, an additional task may be done where the students “switch seats” to see various careers. This is at the discretion of the teacher and should be done before the Portfolio is built.  <https://secure.cfwv.com/Career_Planning/_default.aspx>  Step 4: The students will need to visit the following links in the CFWV in order to gather evidence of college choice, cost, duration.  <https://secure.cfwv.com/College_Planning/_default.aspx>  <https://secure.cfwv.com/Financial_Aid_Planning/_default.aspx>  Students will choose an additional real estate site where they are able to view a “future” home/rental/apartment and class discussion will take place on the cost of living. A discussion of needs vs. wants, utilities, mortgage, and credit can be added in addition to this lesson along with discussion of repayment of any school debt to be figured into a budget. |
| CFWV Tools Used: | Career Planning: Learn About Yourself: Profiles and Surveys to build Portfolio  Explore Careers: Browse/Search/Tools/Video/Military  College Planning: Getting Ready For College: College Choice  Glossary  General Questions & Answers  College Planning Timeline  Explore Schools  Explore Programs & Majors  Financial Planning: Financial Aid 101  Find Scholarships |
| Assessment | [portfolio rubric assessment](edutopia-dl-camarata-editable-rubric%20(2).docx) |