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| **Lesson Name:** | **STEM Careers Webquest and Exploration Unit** |
| **Grade Level(s):** | 6-8 |
| **Goal/Objective(s):** | Students will be able to discuss careers within the STEM fields. Students will explore careers within the STEM fields.  Students will create through images, words, and explanation informative Public Service Announcements that incorporate research from multiple sources, reach the intended audience, and use various communication techniques to express a clear, accurate message that promotes STEM careers. |
| **Standard(s):** | **21C.O.5-8.2.TT4** Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.  **21C.O.5-8.3.TT2** Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.  **S.6-8.L.16** Student conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  **S.6-8.L.17** gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  **S.6-8.L.18** draw evidence from informational texts to support analysis, reflection and research.  **School Counseling – Student Success Standards**  **MLP.SS.1.1.7**  work collaboratively in groups or independently, as appropriate  **MLP.SS.2.1.2** use a variety of resources and methods to explore career options |
| **Instructions:** | Day 1:  • Bellringer: If you could have any career, what would it be and why?  • Teacher Q&A: What are STEM careers? What careers require STEM skills? How do professionals acquire the skills required to work in a STEM field?  • Introduction (if necessary) to cfwv.com website  • Students login in with their user name and password  • Distribute “STEM Careers Webquest” handout to all students  • Individually, students complete “STEM Careers Webquest” handout  Day 2:  • Bellringer: Do you know anyone who works in a STEM field? Where did he/she go to school? What did he/she major in?  In groups of 2, students complete second page of webquest by exploring 2 careers in STEM fields.  Day 3:  • Bellringer: What is a Public Service Announcement (PSA)? Write down two PSAs that you have seen recently (either on TV or billboard)  • With student input, write a classroom definition for PSA  • What is a storyboard? Who uses storyboards? For what purpose?  • Choose several PSAs to watch as a class. Students should extrapolate the following information 1) slogan 2) target audience 3) emotional appeal 4) statistical data  • In groups of 2, Students brainstorm (based on webquest) STEM career(s) that they wish to highlight in their PSA  • Students begin work on PSA, using the storyboard as the starting point  Days 4-5:  • Students complete all aspects of their storyboard  • Students begin composing PSA using animoto account |
| **Materials:** | Handout for webquest, handout for rubric for PSA, handouts for storyboards  Cfwv.com  Photosforclass.com  Animoto.com (teacher accounts are free) <https://animoto.com/education/classroom>  <http://www.adcouncil.org/Our-Campaigns>  <http://engineeringforkids.com/article/02-02-2016_importanceofstem>  <http://www.ed.gov/stem> |
| **CFWV Tools Used:** | Cfwv.com website, including “Learn About Yourself” Interest Profiler and Careers, “Career Planning,” “Explore Careers,” including descriptions, working conditions, and working hours and travel requirements. |
| **Assessment** | Students will be assessed based on their ability to complete the webquest handout, create a well-developed storyboard and present an animoto video exploring and promoting STEM careers following the rubric. |