

Middle-level CTE Learning Experience Title: Local Employer Panel Educator: Theresa Calabrese, Syracuse City school District Length of Lesson: 7 days (40 minute periods) Grade Level: 8	CTE Area: Trade and Technical Education CTE Theme: Career and Community Opportunities CTE Content: Exploring Careers in the Trade and Technical Fields Date Created: March 28, 2019
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Curriculum Goal	Invite a panel of local trade and technical business leaders to class. Ask panelists to share the worker competencies and technical skills they look for in new employees. Students take notes as panelists describe the primary goals of their businesses
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NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/ Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
Learning Objectives	Career and Community Opportunities 3. Employability Skills Students will a)

Vocabulary	Academic Pair-Share, Consensus, Panel Discussion, Moderator, Help Wanted Ad	Content Career Cluster, Interest Inventory, Construction, Transportation, Manufacturing, Visual Arts and Communication, Human and Public Service, and Information Technology,	
Materials and Resources	Computers, career cluster graphic organizer, media and/or guidance center career reference books and materials, panel of guest speakers, newspaper and/or trade journal Help Wanted Ads Introduction to Career Clusters video (students demonstrate each cluster) https://www.youtube.com/watch?v=v6hFd9nc0hw Assess Yourself - NYS CareerZone Interest Inventory https://www.careerzone.ny.gov/views/careerzone/guesttool/ga.jsf CareerOneStop Career Videos by Cluster https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx		
	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	Teacher asks students to bring in 3 pictures of people working in careers they think they might be interested in. Teacher asks students to be prepared to tell what career is represented in each picture and why they think they might be interested in pursuing it .	For homework, students find 3 pictures of people working in careers they think they might be interested in. Bring them to class on the due date. Students should be prepared to tell what career is represented in each picture and why they think they might be interested in pursuing it.	20min
Do-now/Hook	Day 1- Teacher arranges students in pairs. Partners complete a pair-share activity, showing each other the pictures they brought in and explaining why they think these are possible careers for them.	Day 1- Students work in pairs. Partners complete a pair-share activity, showing each other the pictures they brought in and explaining why they think these are possible careers for them.	40 min 5min

by cluster area (the goal is to have
a student group for each of the
trade and technical clusters)

Teacher shares link for career
research by cluster:
CareerOneStop Career Videos by
Cluster

<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>

	<p>Teacher announces that the class will meet with guest speakers representing careers in the trade and technical clusters. Each group will be responsible for asking the guests one of the class' questions .</p> <p>Day 5- Teacher invites a panel of community guest speakers representing careers in the trade and technical clusters. Note: If a teacher has several classes of this prep each day, a different guest could visit each class. Video each guest to share with the other classes. This creates a "panel" without placing undue burden on community workers.</p> <p>Teacher, or student volunteers, act as moderators to ask facilitate the groups' asking their questions.</p> <p>Day 6 and 7- Teacher shows students examples of Help Wanted Ads for trade and technical cluster positions, and provides brief direct instruction on the primary components of a Help Wanted Ad.</p> <p>Teacher provides students with a variety of materials that they can use to make Help Wanted Ad posters.</p>	<p>Student groups determine which question they will be responsible for when they meet the guest speakers. Students label the class list with their names to show their choice.</p> <p>Day 5- Students learn about careers in the trade and technical clusters through meeting with community representatives of those careers.</p> <p>Student groups take turns asking the panel the questions they identified in yesterday's class. Students record the answer to their group's question.</p> <p>Day 6 and 7-</p> <p>Student groups use their notes to create "Help Wanted Ad" posters for the trade and technical career represented by the cluster they researched.</p>	<p>5min</p> <p>40min</p> <p>40min x 2 days 20 min</p> <p>40 min</p>
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	<p>Teacher provides students with a list of components (or a project rubric) which must be included on their posters.</p> <p>Teacher poses a summary question, for students to answer on the back of their posters: How does understanding your personal interests and abilities help you identify the possibilities for your future career?</p> <p>Teacher facilitates student groups' sharing their Help Wanted Ad posters.</p>	<p>Posters must include those components required by the teacher.</p> <p>On the back of the poster, students write a summary statement answering the question: How does understanding your personal interests and abilities help you identify the possibilities for your future career?</p> <p>Students share their posters and then hang their posters in the hallway.</p>	<p>20 min</p>
<p>Differentiation</p>	<p>Instructional delivery should be given in multiple forms including but not limited to large and small group discussions, visual and auditory delivery, individual and group research and exploration, demonstration of terms and themes.</p> <p>Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above and beyond.</p>		
<p>Closure</p>	<p>Students write a summary statement answering the question: How does understanding your personal interests and abilities help you identify the possibilities for your future career?</p>		
<p>College, Career, and Life Readiness Skills</p>	<p>See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics</p>		

Performance Measure
 Analyzes Career Opportunities

Exemplary
 Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.

Proficient
 Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.

Developing
 Identifies career opportunities to determine requirements.

Beginning
 Unable to identify career opportunities and determine if personally interested.

