























Technology-Connected Lesson Plan

Title:	Career Planning
Grade Levels:	6-8
Curriculum Areas:	🖥️ Language Arts/Free Enterprise
Measurable Objectives:	<ul style="list-style-type: none"> 🖥️ TSW research children who lived during the Holocaust. 🖥️ TSW complete an online scavenger hunt on the Holocaust. 🖥️ TSW create a fact card on a child of the Holocaust.
GLEs:	<ul style="list-style-type: none"> • 10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3) • 11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3) • 12. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3)
Louisiana Comprehensive Curriculum:	Free Enterprise, Unit 10, Activity 2 - Louisiana Economy - Career Planning GLEs: 10, 11, 12
Technology Guidelines:	<p>Basic Operations and Concepts</p> <ul style="list-style-type: none"> ◆ Students demonstrate a sound understanding of the nature and operation of technology systems. ◆ Students are proficient in the use of technology. <p>Technology Productivity Tools (<i>Resource Access and Utilization Foundation Skill</i>)</p> <ul style="list-style-type: none"> ◆ Students use technology tools to enhance learning, increase productivity, and promote creativity. ◆ Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products. ◆ Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.

Technology Connection:	<ul style="list-style-type: none">  Internet  http://www.myfuture.com/toolbox/workinterest.html  http://www.bls.gov/k12/  http://www.girlzone.com/html/getajob.html  http://www.careervoyages.gov/students-elementary.cfm  http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=659C5A4A-06FC-4AB7-9F97-E21F78C46143&tabStart=videoSegments  Computers  Career Planning Scavenger Hunt  Presentation Station
Procedures:	<ul style="list-style-type: none">  TTW introduce the students to career planning by showing them a United Streaming video on choosing a career.  TSW discuss video.  TSW complete an online scavenger hunt on career planning. The beginning of the scavenger hunt is a quiz that tells the students what type of work is best for them. From there they will use another site to chose a career and answers questions about the career they choose. They must answer all questions in compete sentences.  TTW monitor class by walking around lab helping those in need.  Early finishers will go to one of the following sites and find more information out about the job that is right for them. http://www.girlzone.com/html/getajob.html http://www.careervoyages.gov/students-elementary.cfm  SW share the career they chose with the rest of the class. They will give one reason that career is a good choice for them.
Materials:	<ul style="list-style-type: none">  Computers, printer, presentation station, scavenger hunt, pencil/paper
Assessment:	<ul style="list-style-type: none">  Teacher Observation  Completed scavenger hunts
Teacher's Name:	<ul style="list-style-type: none">  Melissa Ryan
School:	<ul style="list-style-type: none">  ChampCooper/Tucker