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

PLANNING	
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 and the major expectations they have of their employees. Students use their notes to create "Help Wanted Ads" showing the worker traits most desired by local employers.
Essential Question(s)	What knowledge and skills are necessary to demonstrate introductory understanding of the influences that societal, economic, and technological changes have on employment and the impact that employability skills, interests, and aptitudes have on individuals' career choices and postsecondary options? What knowledge and skills are necessary to demonstrate introductory understanding of the personal skills, abilities, and aptitudes needed for success in trade and technical careers?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices 1. Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 6. Demonstrate creativity and innovation 10. Plan education and career paths aligned to personal goals USDOE Employability Skills http://cte.ed.gov/employabilityskills Applied Knowledge: Applied Academic Skills, Critical Thinking Skills The thoughtful integration of academic knowledge and technical skills put to practical use Effective Relationships: Interpersonal Skills, Personal Qualities The skills that enable individuals to interact effectively with clients, coworkers, and supervisors Workplace Skills: Resource Management, Information Use, Communication Skills Systems Thinking, Technology Use The skills employees need to successfully perform work tasks

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) Identify personal characteristics such as abilities, interests, and values and examine how they might impact career choices 　　　b) Describe characteristics and behaviors that enable individuals to contribute to the success of a group in a variety of community and work situations 　　　c) List and describe employability skills and ways they benefit individuals in community and work situations 　　　d) Demonstrate personal development of employability skills through practice of these skills in a variety of classroom applications Exploring Trade and Technical Careers 1. Trade and Technical Careers 　　　Students will 　　　a) Define the term "Career Cluster" and explain the career cluster system 　　　b) Tell how trade and technical careers are represented in the career clusters of construction, transportation, manufacturing, visual arts and communication, human and public services, and information technology 　　　c) Identify specific trade and technical fields that are included in each cluster 　　　d) List and describe the primary activities, tools, and work environments for specific trade and technical fields 　　　f) Discover personal interests in trade and technical careers through completion of interest inventories 5. Career Pathways 　　　Students will 　　　a) Investigate a career in a trade or technical field and identify the education and training pathways used to reach that career 　　　b) Assess personal knowledge, skills, and interest in trade and technical careers 　　　c) Evaluate personal suitability for meeting workplace culture and climate expectations for careers in specific trade or technical careers

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/qa.jsf CareerOneStop Career Videos by Cluster https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx	

INSTRUCTION	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
Procedure for Instruction/ Learning Activities	Day 1 (cont)- Teacher introduces the concept of Career Clusters. Teacher provides students with a graphic organizer on which to take	Day 1 (cont)-	20min

	notes on the 16 career clusters.	
	Teacher shows: Introduction to Career Clusters video (students demonstrate each cluster) https://www.youtube.com/watch?v=v6hFd9nc0hw During the video, students try to determine the clusters that their career pictures represent, and fill in the graphic organizer with main ideas about each cluster. (Note: teacher may have to pause the video following each cluster to allow time for these tasks).	Students watch the Introduction to Career Clusters video. They have 2 tasks during the video, which they may complete individually or complete as partners: 1. identify the career cluster that each of their career pictures represent 2. fill in main ideas about each cluster, based on the video
	Teacher leads a class discussion reviewing the ideas that should be on the graphic organizer for each cluster. Teacher asks students for examples of career pictures that fit into each cluster.	Students participate in a teacher-led discussion reviewing the ideas that should be on their graphic organizer for each cluster. Students revise their notes as needed. Students share examples of career pictures that fit into each cluster.
	Day 2 and 3-	Day 2 and 3-
	Teacher focuses the class on the career clusters most representative of the trade and technical fields: construction, transportation, manufacturing, visual arts and communication, human and public service, and information technology.	On their graphic organizers, students highlight the career clusters representative of the trade and technical fields.
	Teacher introduces the concept of career interest inventories. Teacher shares the link to the NYS Career Zone "Assess Yourself"	Students view the teacher demonstration of the interest inventory tool

Timing column (right):
15min

40 min x 2 days

5min

15min

	Interest inventory: Assess Yourself - CareerZone Interest Inventory https://www.careerzone.ny.gov/views/careerzone/guesttool/qa.jsf Teacher demonstrates how to use the inventory and assigns students to complete the inventory.		
		Students will complete a NYS CareerZone "Assess Yourself" career interest inventory. Students determine whether the pictures they brought in are representative of clusters identified by their interest inventories.	20min
	Teacher provides reflection questions: Do the career clusters identified by your interest inventory match the clusters associated with the pictures you brought in? Explain. Were you surprised by your results? Why or why not? Which of the trade and technical career clusters, if any, were identified for you?	Students complete reflection questions.	25min
	Teacher leads a class discussion focused on the reflection questions.	Students participate in class discussion.	15min
	Day 4- Teacher asks students to identify a trade and technical cluster they would like to learn more about; preferably this will be a cluster identified by their interest inventory. Teacher groups students	Day4- Students join groups representing each of the trade and technical career clusters	40min 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 Note: Teachers may supplement this information with resources from the school media and/or guidance center. Groups use the videos to learn more about careers in their assigned trade and technical cluster.	Student groups view the videos to learn more about careers in their assigned trade and technical cluster.	5min
	Teacher provides students with a sentence starter: Three Questions we would like to ask a worker in this career cluster are: 1. 2. 3. Questions might include: what personal skills are needed? what is a "day in the life" like? what are the educational requirements? financial compensation? possible barriers? pros and cons of this career?	Following the video, groups come to consensus on their responses to the "Three Questions" sentence starter.	10min
	Teacher compiles a nonduplicative class list of questions as student groups share their ideas.	Student groups share their ideas with the class.	15min

	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 .	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.	5min
	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.	Day 5- Students learn about careers in the trade and technical clusters through meeting with community representatives of those careers.	40min
	Teacher, or student volunteers, act as moderators to ask facilitate the groups' asking their questions.	Student groups take turns asking the panel the questions they identified in yesterday's class. Students record the answer to their group's question.	
	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.	Day 6 and 7-	40min x 2 days 20 min
	Teacher provides students with a variety of materials that they can use to make Help Wanted Ad posters.	Student groups use their notes to create "Help Wanted Ad" posters for the trade and technical career represented by the cluster they researched.	40 min

	Teacher provides students with a list of components (or a project rubric) which must be included on their posters.	Posters must include those components required by the teacher.	
	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?	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?	
	Teacher facilitates student groups' sharing their Help Wanted Ad posters.	Students share their posters and then hang their posters in the hallway.	20 min
Differentiation	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. 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.		
Closure	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?		
ASSESSMENT			
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Analyzes Career Opportunities	Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.	Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.	Identifies career opportunities to determine requirements.	Unable to identify career opportunities and determine if personally interested.

Manages Time to Complete Tasks by Deadline	Completes work ahead of schedule by creating a plan to finish early.	Completes work on time by using time management skills.	Completes work on time with reminders and supervision.	Rarely completes work on time; fails to use time management skills.
Seeks information on Career Opportunities	Extensively uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.	Uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.	Makes limited use of reliable sources and/or personal networks to inquire and locate information on career opportunities.	Fails to use reliable sources and personal networks to inquire and locate information on career opportunities.
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential.	Listens to others' points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	Does not listen to group's opinions and ideas; wants things done own way.
Shares Responsibility	Motivates members to share contributions equally by valuing all members' ideas and contributions.	Participates in and contributes to group's work. Values all members' ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect others' ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Works Effectively with Diverse Teams	Always listens to, shares with, and supports the efforts of others. Uses respectful and appropriate statements, responses, and body language.	Listens to, shares with, and supports others. Statements and responses are respectful, and appropriate body language is exhibited.	Most statements, responses, and body language are respectful, with only an occasional negative tone. Does not always listen to, share with, or support the efforts of others.	Statements, responses, and/or body language are not respectful. Rarely listens to, shares with, and supports the efforts of others.
Writes Clearly	Consistently writes clearly, uses correct grammar, and understands the intended audience of documents that are produced.	Writes clearly, generally using correct grammar, and understands the intended audience of the document produced.	Produces a document that is mostly well written but, sometimes uses incorrect grammar; shows general understanding of the intended audience.	Produces a document that is unclear, uses incorrect grammar, and shows a misunderstanding of the intended audience.