Great Ideas Lesson Planner

Lesson Title: Choosing a Career in the 21ˢᵗ Century

Subject: Design, Multimedia, and Web Technologies (6632)

Time Duration: 5 days (90 minutes block)

Teacher: Judy Musick   **School: Waynesboro High School**

Content Standards/Competencies:	Related SOL Objectives:
009 Demonstrate effective reading and writing skills. 019 Demonstrate information technology skills. 020 Demonstrate an understanding of Internet use and security issues. 021 Demonstrate telecommunications skills. 039 Identify appropriate audience, purpose, requirements, and production schedule for the project. 040 Apply principles of design, layout, and typography. 041 Design a layout for ease of readability and attractiveness (e.g., white space, column width and spacing, grids/guides, page margins, and graphic text placement). 057 Convert a document to electronic format (e.g., PDF files). 077 Use programming language (e.g., HTML, JAVA) or Web page creation software to create Web sites (individually and in teams). 078 Apply Web page design features (e.g., ruled lines, lists, headings, graphics, backgrounds, frames, tables). 094 Create or update a printed résumé using desktop publishing features. 095 Assemble a professional portfolio that includes a résumé in a format suitable for online posting and a variety of printed documents, multimedia presentations/projects, and/or Web projects produced in the course.	**(include all applicable, example English 10.7)** **English** , 9.4, 9.6, 9.7, 10.4, 10.7, 10.8, 10.9, 11.4, 11.7, 11.8, 11.9, 12.4, 12.7 **History and Social Science** CE.14, VUS.15 **Mathematics** COM.7, COM.8

1. DESIRED RESULTS

Essential Questions	*Knowledge and Skills*
1. How can students make intelligent and informed choices for a career in the 21st Century? 2. How can students increase their visibility in the job market so they can obtain a position allowing them to function as a responsible adult? 3. What are the essential components of a résumé? 4. How do you design an effective résumé to highlight skills, education, training, and work experience?	Students will know: - How to discover possible careers that correspond with their skills and interests by taking the Skills, Interest, and Values assessment online at Virginia Wizard. - How to research a career based on the results of the online tests at Virginia Wizard. - How to create a video by using storyboards in Moviemaker to highlight a career. - How to design a résumé in Microsoft Word for the career of their choice to effectively highlight skills, education, training, and work experience - How to post the résumé on a web page Students will do: - Online tests to assess skills and interests. - Career research using an activity sheet to guide them. - A video in Moviemaker about their career choice. - Design an effective résumé. - Post the résumé on a web page.
	(Subject) Vocabulary Career Storyboards Résumé Web page Skills Values } In reference to choosing a career Interest

2. STUDENT ASSESSMENT

Prior knowledge	Ongoing throughout lesson	By the end of the lesson
- Microsoft Office 2007 skills such as formatting text, using bullets, and effective design of documents - Principals of layout and design - Using storyboards to create videos in Moviemaker - Ability to edit web pages - Skills in using online resources	- As students reflect on their skills, interests, and values while they take assessment tests, they will determine what job best meets their interests and financial need. - As students explore careers in Virginia Wizard, they will discover the salary range, job outlook, education requirements, and opportunities for advancements in their chosen career. - Students will edit and modify their résumés as they continue to build a document that highlight skills, education, training, and work experience.	When students complete the assessments tests they will have a better sense of what careers are available that may interest them. They will have knowledge of what courses they need to take in high school to prepare for the career. Students will also post their résumés on a web page they created earlier in the unit. They will also explore other websites that allow résumés to be posted online.

3. LEARNING ACTIVITIES/INSTRUCTION

Introduction (hook)	What students are doing	Conclusion
Ask students, "Has anybody asked you what you want to be when you grow up?" Allow students to respond. Next, ask "What do you need to do to be prepared to do this job?" Allow students to respond. Introduce the unit by telling students they will be exploring careers, learning what they need to do to be qualified for the position, and designing a résumé to post online. Show students examples of online résumés to stimulate their interest.	1. Students will take Interest, Skills, and Values tests at Virginia Wizard.org. 2. Students will explore careers that match their interests, skills, and values. 3. Students will research a career of their choice. 4. Students will create a video highlighting information about the career of their choice using storyboards. 5. Students will design a résumé to post online.	Class will have a "film festival" to showcase career videos. Students will have a better understanding of careers that match their skills, interests, and values. Students will also have a résumé to apply for jobs. These are essential steps to obtain a job in the 21st Century.

Accommodations	Required or Supplemental Materials and Resources
Extra support: Students with special needs will have a resource teacher to read the questions from the assessment tests. Teacher will check for understanding as students work on each assignment. **Enrichment or early finishers**: Students will explore other sections on the Virginia Wizard web site such as *College Planner, Paying for College,* and *Transfer.* **Various learning styles:** Assessments test from Virginia Wizard provide an interactive activity that give students immediate feedback. Teacher will provide visual examples of résumés as well as using a PowerPoint to emphasize the components and purpose of a résumé. Teacher will give directions orally and written to clearly define expectations. Students will be able to work at their own pace to complete assessment tests. **Limited English proficiency:** Online Thesaurus and Translation web sites will be available to assist students. Teacher will also work with the ESL teacher for additional support as needed.	1. Computer lab 2. Log in information to create an account in Virginia Wizard for each student. This allows students to store and access their information at another time. 3. Career worksheets to guide students as they complete their research. May also use websites such as www.bls.gov/oco/ or www.vaview.org 4. Instructions and rubric for creating career video using information from Career worksheets. 5. Moviemaker or other video-editing software. 6. PowerPoint explaining the purpose of a résumé and the required content. 7. Examples of online résumés from sources such as http://blog.emurse.com/2007/04/19/entry-level-sample-resumes/ 8. Résumé guidelines and worksheet 9. Word processing software such as Microsoft Word. 10. Web design software for creating and editing web pages. Students can use free sources such as WordPress.org or they could use Adobe Dreamweaver and post to an online résumé site.
Related Technology	**Research/Best Practices/Strategy**
Computers with Internet access, word processing software, video-editing software, PowerPoint software, web page design software	• Engage students in interactive career assessments • Provide visual examples of résumés • Give students plenty of time to explore and research careers. • Teacher should be available to talk with students as they explore careers and discover information about salaries, education requirements, courses they should take, etc. • Creativity in designing videos about their career should be encouraged. • Promote peer interaction and assistance as they explore careers, edit résumés and create videos.

4. WRAP-UP (5-10 min)

Evidence of student learning/understanding	Homework
Students produce a video that is interesting and informative about the career of their choice. Students will create an effective résumé that highlight skills, education, training, and work experience. Students will understand education requirements, job outlook, and earning potential for their chosen career.	Students will explore Help Wanted ads in the newspaper to find jobs that are available in their career field. Students may also use online sites for job postings.

Students need opportunities to explore and reflect on their skills and interests in order to choose a career. They need to know what classes they should incorporate into their schedule. Being informed about job outlook, potential earnings, and educational requirements is essential for students to make an intelligent career choice in the 21st Century. Building a résumé is an invaluable tool for students who will attend college or enter the workforce upon graduating.

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_(On file with Great Ideas Chairman)_____   _____
Signature   Date