

## Backwards Design Lesson Plan

Name: Daniel Santha

Date: \_\_\_\_\_

Subject: Career Education

Grade: Grade 6/7

**Essential Question** (guiding overall unit of study):

How do you work towards becoming a willow?

**Guiding Question(s)** (specific to this lesson):

What qualities get jobs?

**Links to previous** (how does this lesson link to previous lesson/task)

- Last lesson talked about skills and abilities and class performed a job quiz that gave options for possible jobs.

**Outcomes:** (What should students know, understand and be able to do as a result of this lesson?)

- **LW7.1** – Investigate and demonstrate the personal qualities and abilities needed to seek, obtain or create work.
- **LW6.1** - *Examine effective practices such as responsible decision making, cooperation, and accepting diversity and predict their continued importance in one's own career.*

**Indicators** (Assessment Evidence): (What will students do to show what they have learned?)

- I can... learn about and demonstrate the qualities and skills for a career that I'm suited for.

**Assessment Strategies:** (formative-before & during & summative - end)

- 3 - Students will present their Career Poster to myself
  - Career poster is completed.
  - Career poster has a self-portrait of themselves in the career they have chosen. **(I can draw a self-portrait of myself in the career I have chosen)**
  - Students has an understanding of their personal qualities by giving 3-4 examples of their personal qualities. **(I can give 3-4 examples of my personal qualities)**
  - Students has an understanding of the skills required for this career. Poster will have 2-3 examples of skills required for the career. **(I can give 2-3 examples of the skills required for the career I have chosen).**
  - Students have an understanding of their interests. Career poster will have 2 – 3 examples of their personal interests. **(I can give 2-3 examples of my own personal interest)**
  - Students understand the workplace for this career **(I can describe the workplace of the career I have chosen)**
- 4 – Bump it up – Students will present their career poster to myself
  - Career poster is completed.
  - Students will fill out heading on poster in complete sentences.
  - Students will write a paragraph describing their poster. This paragraph will include 3 – 5 key words. This paragraph will be specific to the career chosen.

**Instructional Strategies:** (specific strategies)

- **Group discussion** (reflecting of previous lesson)
- **Individual work** (creating career poster)

**Adaptive Dimension: Differentiated Learning** (what adaptations in content, process, product and learning environment will be provided to meet diverse student needs?)

- Assisting students when they are in need of help
- Anna – prompts and specific instruction, one on one assistance with teacher or helper in class when needed.
- David – pairing David up with a student that will assist. Using helper in class when needed.
- Coby – Constant check ins with Coby to make sure he is on task. Utilizing
- Ms. G – Will assist students when they need help. Ms. G will float around the room helping students.

**Materials Needed:**

- Chart from last lesson (5 careers chosen and 2 skills or qualities for each career).
- Technology: access to computer to research careers.
- Drawing utensils.
- Paper.

**Learning Experiences:**

**Set (8 min)**

- Ask students to pull out the chart created from Career Ed. on the previous day.
- Reflect on the lesson from last day.
- Give students 5 minutes to complete the chart of 5 careers and 2 skills for each career.
- Does any of the careers option the quiz came up with surprise you?
- Did you predict any of the career choices?
- What skills or qualities does it take to sustain a career.
  - Professionalism – competence of skills expected of a professional
  - Being on time
  - Honesty
  - Work ethic

**Development (30 min)**

- Students will narrow their careers down from 5 careers selected to one career.
- Students will dig deeper and research and learn about the career they have chosen, and the skills required for this career.
- Students will write down a list of their personal qualities, and personal interests, skills required for this career, and where this workplace is.
- Students can have the option of using classroom computer to research skills required for their career.
- Student will draw a portrait of themselves in the career they have chosen. (See example below)
  - Portrait of themselves in their career will be in the center of the chart paper.
  - Around the portrait will be prompting statement with description of these statements underneath (i.e., Skills required, Work Place, Personal qualities, Personal interests)

**Closure (5 min)**

- Exit slip – write down 1 skill required for the chosen career.
- Did anyone learn anything about the career they have chosen.
- Students will present their Poster to the to the teacher.
- Teacher will assess their poster according to provided rubric.

**Reflection:**

