"Get a Life"
A Career Project for Computer Applications
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Stage 1 – Desired Results

Established Goals:

Oregon Department of Education career related learning standards:
Students will develop skills to assess personal characteristics, interests, abilities, and strengths.

Students will develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices.

National Educational Technology standards for students:
NETS*S #3: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

NETS*S #4: Students use telecommunication to collaborate, publish and interact with peers, experts, and other audiences

NETS*S #5: Students use technology tools to locate, evaluate, and collect information from a variety of resources.

Understandings: *Students will understand that …*	**Essential Questions:**
Careers are best suited for individual personalities. Information is best learned when it is conveyed in an engaging, effective and efficient manner. Since career information is constantly changing, students must access current facts and data about careers.	What is the "best" career? Using technology, what is the most effective way to convey career information?
Students will know …	*Students will be able to …*
Microsoft Word has many formatting features (fonts, styles, paragraph formats, tables) Microsoft Excel is used to input and analyze data, and to present information in a visual manner.	Assess personal characteristics to educational career goals. Research and analyze career and educational information. Select, evaluate and use technology tools to communicate information about career choices. Demonstrate job-seeking skills

Stage 2 – Assessment Evidence

Performance Tasks:

1. Career data collection: Students will access and collect information about various careers and then input the data into a shared Excel spreadsheet in order to analyze and graph the results.
2. "Get a Life" presentation: Small groups (organized by research of personality types – realistic, investigative, artistic, social, enterprising, and conventional) will create a tri-fold presentation board about one plus one interactive project to share with the VCS community.
3. Students will create a personal job-seeking portfolio (resume, optional: job application, interview)

Other Evidence:

1. Concept Map: Sorting careers by category
2. Quiz: Technology terms
3. Quiz: Excel formulas
4. Skill check rubric: Word formatting

Self Assessment:

1. Self-assess the shared spreadsheet
2. Self-assess the career presentation
3. Blog reflections

Stage 3 – Learning Plan

Learning Activities:

1. Discussion prompt: What is the "best" career?
2. Students will break into small groups and use Inspiration to make a concept-map detailing the various positive and negative attributes associated with careers.
3. Students will make a career survey to interview a parent/friend about their career. (Skills focus: Word formatting, numbering, indents, styles)
4. School career counselor will lead a discussion with the students about using a survey to match personality types to career. Students will take survey and the results will help determine small group members.
5. Blog prompt: Research how Holland grouped personality types into groups. List the 6 groups and discuss which two areas do you think best fits your own personality and explain why.
6. Students will create a document that discuss the 6 personality groups and explain their characteristics. Skills focus (Word formatting, tables, bullets, auto shapes)
7. Discussion prompt: If we are going to investigate various careers, what information or data do we need to collect about these careers in order to make intelligent choices?
8. The school counselor and teacher will explain the "Get a Life" project: students will research career information and will create a tri-fold presentation board about one plus one interactive project to share with the VCS community.
9. Blog prompt: student's reaction to "Get a Life" project.
10. Skills check: Word vocabulary quiz
11. Students will set up a spreadsheet to collect career data such as: average salary, college requirements, : (Skills focus: Excel formatting, data entry).
12. The school Librarian will demonstrate how to find career data from various electronic and print resources. Students will use Del.ic.ious to tag web resources.
13. In small groups, students will select careers from one personality type to collect data and then add the information to a class shared spreadsheet. (Google groups).
14. Direct instruction: Students will learn how to write formulas in Excel in order to analyze

their data. (Skills focus: Using Insert Function with Sum, Average, Min, Max, and Count Formulas).

15. Online survey: Students will self-assess their participation, data collection and their ability to write Excel formulas.
16. Skills check: Excel formula quiz.
17. Discussion prompt: Beside our electronic and print resources, where else can we find information that would assist in the collection of career information?
18. Student will use concept-mapping software to plan further investigation into careers by answering the question: What else do you want to know about your career area?
19. Discussion prompt: How can we best convey this information to the VCS community? Besides the poster board session, how can we engage students during our presentations so that they come away with pertinent information?
20. Blog prompt: What technology tools could you use to engage students in your selected area? What skills or information do you need to know in order to make this happen?
21. Career wiki: Small groups will begin planning the interactive component of their career project. Plans should include: ideas, job responsibilities, resource list, needs)
22. Direct instruction: Students will learn how to write advanced formulas in Excel in order to analyze their data. (Skills focus: Using the IF and COUNTIF functions).
23. Students will post a written plan of the interactive presentation on their wiki.
24. Direct instruction: Students will make graphs from the collect data to best represent the information in a visual way. (Skills focus: 4 steps of chart wizard, formatting Excel charts)
25. Students will make a tri-fold poster to display the information learned about their career area. The poster should include: title, data, graphs, explanations, photos, resource list).
26. Online survey: Students will self-assess their participation and the overall formatting of their documents on their poster board.
27. In small groups, students will create an interactive project for the career presentation. Possible ideas: brochures, newsletters, podcasts, video interviews, interactive PowerPoints, and student ideas).
28. Blog prompt: With so much career information available, how do you choose which information will be included in the presentation?
29. "Get a Life" presentation day. VCS students and community members are invited to tour the "Get a Life" presentation.
30. Online survey: students will self-assess their participation and the overall "Get a Life" presentation.
31. Discussion prompt: Did participating in the presentation get you thinking about a specific career that you are interested in?
32. Blog prompt: What skills or information do you need in order to make your career dreams a reality?
33. Students will view samples of resumes and discuss the advantages and disadvantages of each. Students will then create their own personal resume. (Skills focus: desktop publishing features: drop cap, tab, paragraph format, line spacing, font effects, and line style). Evaluated with a Word Skill Check Rubric.
34. Optional extension: Students are encouraged to go to an establishment and ask for an application and turn it in a copy of it with their resume.
35. Small groups will open the original concept-map that was made about positive and negative aspects of careers and discuss if their original information was correct or not.
36. Blog prompt: Impression of the overall project. Were you surprised by what you learned? Did you change any initial impressions?