

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: Career Exploration

Subject(s): Technology, Careers (Social Studies) Language Arts

Intended Grade Level(s): 7, 8

Description:

In this unit students will investigate a career that interests them. They will create a multimedia program to show others what they have learned. They will learn how to work a checking account to pay bills for their business.

Curriculum Benchmarks:

MI.ELA.1.MS.5 Respond to a variety of oral, visual, written, and electronic texts by making connections to their lives and the lives of others.

MI.ELA.2.MS.4 Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation and spelling.

MI.ELA.3.MS.1 Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on careers exploration.

MI.ELA.10.MS.2 Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.

MI.SOC.IV.1.MS.2 Evaluate employment and career opportunities in light of economic trends.

MI.MAT.II.MS.2 Organize data using tables, charts, graphs, spreadsheets and databases.

MI.MAT.III.2.MS.5. Formulate questions and problems and gather and interpret data to answer questions.

Materials/Hardware/Software:

The students will use the multimedia computers. They will use the following types of software:

- a drawing program to design their business cards
 - a database program to create a class database of careers
 - Print Shop to make their business letterheads
 - HyperStudio to make their multimedia presentation
 - Netscape Navigator to get on-line to research their career
 - Quicken for checkbook records and balancing
- Students also use the Career Discovery Encyclopedia set from the library.

Activities/Procedures:

- Students select a career, find a least 3 resources (encyclopedias, internet sites, a person to interview, or library books or pamphlets) and then get the teacher's okay.
- Students will research this career on-line and in the library.
- Students will develop interview questions and get them approved by the teacher.
- Students will interview a person in this career finding out such things as
 - the benefits of this careers
 - what they interviewee enjoys most about this career
 - what expenses are involved in this career
- Students will create at least a five-page HyperStudio stack following the pattern of
 - title page
 - description of the work in this career
 - the education or training necessary to obtain this career
 - the benefits and rewards of this career
- a bibliography
- Students will create a business card for their position within this occupation.
- Students will create a letterhead showing the company that employs them or that they own.
- Students will write 10 checks that relate to this business and correctly enter them into a Quicken register.

Assessment/Evaluation:

Students will be graded by how well they meet the criteria for each component of the project. The breakdown is as follows:

50% on the multimedia presentation

10% on the business card

10% on the business letterhead

15% on the database

15% on the checkbook records

Factored into the grade will be a percentage for correct grammar, attractive layouts, and accurate presentation of the facts.

Follow-up Activities:

Students will compile their work into a portfolio and present their multimedia presentations to other classes and their parents at an evening open house.

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