

Online Resources Enhance Learning

OEDP 5029 Aurora University Course

Exploring Careers

Mary Sue Greinke
Larkin High School
9th and 10th grade Vocational Education
LD, BD and ED Special Education population

Goals and Curriculum Fit:

STATE GOAL 1: Read with understanding and fluency

- A. Apply word analysis and vocabulary skills to comprehend selections.
 - 1. A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
- B. Apply reading strategies to improve understanding and fluency.
 - 1. B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.
 - 1. B.4c Read age-appropriate material with fluency and accuracy.
 - 1. B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.

STATE GOAL 3: Write to communicate for a variety of purposes

- A. Use correct grammar, spell-ing, punctuation, capitalization and structure
- B. Communicate ideas in writing to accomplish a variety of purposes.
- 3. C.2b Produce and format compositions for specified audiences using available technology.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

- A. Locate, organize, and use infor-ma-tion from various sources to answer questions, solve problems and communicate ideas.
 - 5. A.4b Design and present a project (e.g., research report, scientific study, career/ higher education opportunities) using various formats from multiple sources.
- B. Analyze and evaluate information acquired from various sources.
 - 5. B.3a Choose and analyze information sources for individual, academic and functional purposes
- C. Apply acquired information, concepts and ideas to communicate in a variety of formats.
 - 5. C.3a Plan, compose, edit and revise docu-ments that synthesize new meaning gleaned

from multiple sources.

5. C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.

Project Level:

Bloom's Taxonomy-

Knowledge-Students will research two careers by exploring different websites. Information about these careers will be obtained, recorded and compiled using graphic organizers for use in developing their papers.

Comprehension-Students will take information collected and interpret the facts.

Analysis-Students will identify, classify, analyze, compare and contrast collected information regarding these careers.

Synthesis-Students will write a paper detailing their two chosen careers and post it onto the class blog. Information will be compared, contrasted, and analyzed between them describing the benefits depending on each student's own interests and projected chosen future lifestyle.

Evaluation-Students from different classes will read two other student's blog projects. Upon that, students will ask questions and make comments to evaluate these projects with teacher approval. (The class will use a rubric, developed together, to evaluate the project.)

Engaged Learning Indicators:

Student participation will be interactive because students will be working with the different internet websites for collecting information on two different careers. Once the information is gathered, students will write a paper, once approved by the teacher, which will be posted on the classroom blog. Their paper will be read by other students (with teacher screening) and make comments, ask questions and evaluate the project.

Students will learn through exploration on the internet and from different websites different information regarding their chosen jobs.

The teacher will act as facilitator by monitoring the papers, blogs, comments, questions, and evaluation.

Assessment will be based on each student's paper that will be read by students from another vocational class within Larkin High School.

Essential Questions:

What are the specifics of two different careers?

What are the most important aspects of these careers to my chosen interests?
Make comparisons and contrast information to infer benefits on these careers.
What career will fit my projected lifestyle choice?

Learning activity:

Students will explore two different careers. They will investigate the careers of two famous people, salary ranges, education needed, and job requirements. Using graphic organizers, students will detail all the information collected from the websites. Once research is completed, students will write a report detailing their findings. These careers will be compared, analyzed and contrasted. Details should include which career fits their projected chosen lifestyle and career choice. Reasons will be detailed for their choices. Students will post their research on a classroom blog for other students to read their findings and reply with comments. Once projects are completed, students from another vocational class will evaluate the same two projects using the developed classroom rubric.

Use of Online Resources: Students will use at least two the following five internet sites: www.achievement.org; www.biography.com; www.jobprofiles.org; www.state.il.us/agency/idol; and www.dol.gov. The first two sites can be explored by students to investigate two famous people in different careers. Biographies, interviews, profile, and articles will be researched for information regarding each individual. Job profiles can be researched for general job information. For general employment information, students will research the last two websites for wages, working hours, educational requirements, employment projections and the occupational outlook handbook to research jobs chosen.

Level of Technology Usage: Students will be using literacy skills to locate, evaluate and collect information on two different careers. They will transform by using the information to form conclusions, and make decisions based on the information. They will use the internet to use websites, Word to write their papers, and blog onto the classroom website to comment and evaluate each other's projects.

Technologies: Students will gather and record information on graphic organizers from the different websites on their chosen two careers. This information will be used to write a paper on Word and then inserted into the classroom blog. Once approved by teacher, students will read two projects from another Vocational classroom and ask questions/make comments on the topic. Using the project rubric, students will evaluate the same two projects and respond with comments regarding the overall project. Teacher will screen and comment on blogs between students to check for accuracy, appropriateness and evaluation.

This learning activity was developed as part of the requirements for the Aurora University/District U-46 graduate credit course Online Resources to Enhance Learning: OEDP-5029, Fall 2006, under the guidance of instructor Richard Levine

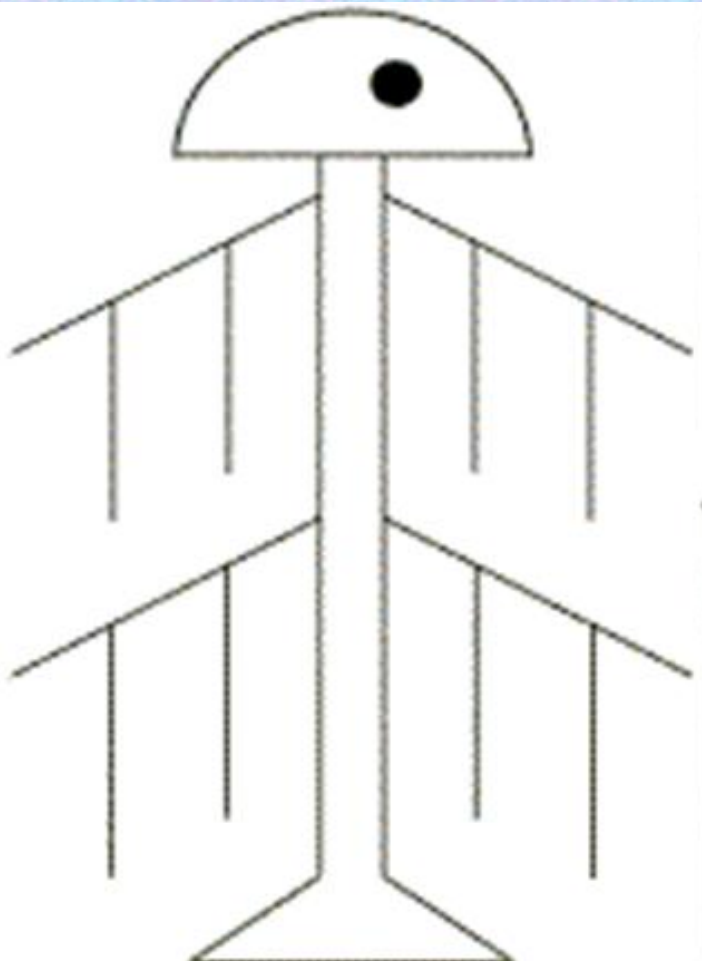
Research Report : Exploring Careers

Teacher Name: **Mrs. Greinke**

Student Name: _____

CATEGORY	4	3	2	1
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.

Graphic Organizer	Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics.	Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics.	Graphic organizer or outline has been started and includes some topics and subtopics.	Graphic organizer or outline has not been attempted.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)



Name _____



Date _____



Example of organizers for career information