

## Lesson Plan Critique:

### LEARNING OBJECTIVES: Students will...

- Explore a career goal and create a plan for reaching it
- Discover different career and income options
- Understand how entrepreneurship impacts a career path

### Investigate: Exploring Career Goals [Time Required: 15 minutes]

1. Begin by asking students to consider what kind of career they might like to have someday. What do they enjoy doing and how might they make a living in relation to their interests? What kinds of jobs do the people in their lives have, and are the students interested in following similar career paths? Then, ask students to complete the sentence, "My ideal career is... because..." in their notebooks. Invite them to talk with a partner about their dream jobs. Explain that each pair will share his or her partner's ideal career with the class.
2. Record students' ideal careers, and then ask them to divide themselves into small groups (3–4 students) based on their career interests (e.g., business, education, science, etc.).
3. Ask students to think about what they would need to do in order to get their dream jobs (e.g. a college degree or specific work experiences), and then have the groups brainstorm a list of possible sources for information on what employers want.

### Student Preparation: Understanding Career Choices [Time Required: 30 minutes]

4. Challenge students to research the ideal career for each member of their small group by searching job openings and descriptions using websites such as [usajobs.gov](http://usajobs.gov) and [jobdescriptions.net](http://jobdescriptions.net).
5. Share sample resumes with students, and discuss the basic information, structure and purpose of a resume as a class. Help students see that different jobs may require different information on a resume, and talk about how employers use resumes to evaluate potential candidates for a job. Explain that employers will look at more than resumes; they will often conduct Internet searches, and explore social media pages to observe potential candidates' online interactions. Help students understand that their online presence is equally as important as writing a professional resume.
6. Ask students to use their research to create a sample resume for each group member by assessing optimal qualifications, education and skills.
7. Invite volunteers from each group to share their resumes with the class and discuss the similarities and differences between careers. Engage students in a discussion about different job responsibilities, salaries, experience, education and skills. Encourage them to analyze how they can find a career path they love while also maintaining financial security. How can students balance passion and profit? What advantages or disadvantages does starting a business offer? Do they see entrepreneurship being a part of their career plans?

### Reflection [Time Required: 5 minutes]

8. Ask students to write in their notebooks about how they can balance profit with passion when choosing their careers. What did they learn from King's and Fields' experiences and how does it apply to their own goals? Encourage students to evaluate the qualifications on their sample resumes, explaining how their interests and experiences could turn into future careers.

1. I would change these learning objectives to include verbs that are measurable and also add the condition that the student is under. By this I mean that I would change “explore a career goal and create a plan for reaching it” to something like “given laptops in class, SWBAT research different careers, job descriptions, and salaries” and in a separate objective I would say “SWBAT Write a 3 step explanation of how they can reach their career goal”. I don’t think that the second objective is necessary because they will be finding those things out in their research. I would change the last objective from “Understand how entrepreneurship impacts a career path” to “SWBAT write a short description of how, in their opinion entrepreneurship impacts a career path”. These objectives can be modified to accommodate level 1 or 2 ELs by including tools such as translators and switching internet browsing options to their native language. Overall, the topics are great for the lesson, however there is no grade level noted on this lesson plan, so I’m not sure if it is fitting for these particular students.

2. These assessments don’t exactly match the learning objectives. Nothing was said in the learning objectives about writing a resume. I think that creating a resume might be a bit of an inappropriate assignment even for high school students, so I don’t think it should be used I this lesson. I also don’t think that it is relevant to talk about social media presence in this lesson. I think it is a good idea to hold a discussion about different jobs, but to stay on the task of comparing what different jobs require, what they entail, what they pay, and why people might be passionate about them. I don’t think the discussion, although important, can be considered an assessment, though. I love the idea of having the student weigh how certain careers will pay as well as make them happy and having them write about that is not only helping ELs (and all students really) practice English, but also prompting them to think about their futures. I would definitely keep that part. To include ELs more, I would change the assessment to be a PowerPoint so that ELs can include photos from the internet that pertain to the career of their choosing. This can help them feel more confident in the message they are trying to get across.

3. I do not see any identified “key terms” in this lesson, however if I were to pick them out myself, I would say that the lesson uses simple vocabulary including mostly tier 1 words that make it very accessible to lower level English Learners. If I wanted to include more tier 3 words, I would deliver instruction using words that pertain to the job search process perhaps or different jargon for specific careers.

4. This lesson includes little instruction and much independent or small group work. Neither of those things are bad, of course, but I think it would engage the students more if the teacher began with some sort of anticipatory set to intrigue students or convince them to want to know more. This could be as simple as explaining a personal story about how he/she decided they wanted to become a teacher. The teacher could even use pictures to show their journey to becoming a teacher which would engage ELs. I also think that a brief PowerPoint

**presentation instructing students on what they should be looking for in their research would be beneficial and would also help EL students get a better visual of what they are expected to do.**