**Name**: Andrea MacMurray **Date**: 2/27/2012 **Students**: ‘E’

**Grade Level:** Third **Subject**: Career Development

**Topic**: Career Project

**K-12 CAREER DEVELOPMENT CURRICULUM FRAMEWORK**

* Present ideas appropriately, including the use of visual techniques.
* Use appropriate forms of language to formulate and articulate effective oral and/or written responses.
* Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).
* Demonstrate the capacity to communicate constructively with peers and adults.

**Objective(s)**:

‘E’ and ‘I’ will choose a project and demonstrate what they have learned about one specific career by creating an artifact.

**Rationale:**

I am conducting this learning experience to help ‘E’ and ‘I’ explore future careers. This will be the final learning experience where ‘E’ and ‘I’ choose a project to demonstrate what they have learned about a specific career.

**Materials:**

* (2)Project Choices Worksheet
* Paper
* Access to a computer
* Note Cards
* Pencils
* Art Supplies

**Procedures**

Introduction**:**

Good Morning ‘E’ and ‘I’! Today we are going to finish up our career exploration. What career did you decide to do your final project on?

Body of Learning Experience:

 There are four choices of projects. I am going to read the options to you. If none of these options sounds interesting to you and you have, another idea let me know. Please write your name on the following sheet.

These are the choices:

1. Picture Book
2. Drawing with facts
3. Newspaper Article
4. Design a Game

Which choice sounds most interesting to you? Please write it on the line that says project choice. What are your next steps? What supplies do you need?

Conclusion**:**

 You both worked tremendously hard today! Mrs. Ramsey, Mr. Ullrich, and I are so excited to see you final project and hear about what you have learned.

**Positive Feedback:**

Throughout the entire learning experience, I will be actively trying to give positive feedback to ‘E’ and ‘I’. I will positively be reinforcing the concepts that they are working with. For instance ‘I’ I like the way you are working so diligently on your book. Alternatively ‘E’ you are really focused on your drawing.

**Assessment**:

To document this learning experience I will be observing them as they create their final projects and as they present them.

**Anticipated Problems:**

With a detailed plan I try to prepare for possible problems that could arise, here is what I think might happen with ‘E’ and ‘I’ and within my plan I planned ways to accommodate anticipated problems. ‘E’ is very focused and motivated. ‘E’ wears an assistive hearing aid which helps him to block out background noise. I will wear the assistive technology piece that corresponds to his hearing tool so that he can hear me well. I will also have ‘E’ sit on the side of the table that faces the white board and puts his back to the rest of the room. That will help him to focus in on the learning experience if the room is distracting. ‘I’ at times can be more difficult to motivate but since this is not a reading learning experience, I see no problems arising. This particular learning experience is project based. If the resource room is relatively empty, I will have the boys sit at separate tables to keep themselves focused. I will try to steer them to a project that they can create mainly independently. However, I will be there to assist with reading and writing.

**Rules and Expectations:**

The rules for this classroom are a continuation of their classroom. I will be reinforcing the rules that they created in their classroom.