Middle-level CTE Learning Experience Title: Looking into the Future Educator: Steve Perry, Retired Assistant Principal Agriculture, John Bowne H.S. Length of Lesson: 7 days (40 minute periods) Grade Level: 8	CTE Area: Agriculture CTE Theme: Career and Community Opportunities CTE Content: Introduction to Agriculture and Leadership Date Created: 4/9/2020

PLANNING	
Curriculum Goal	Invite a panel of past graduates to discuss their current experiences in college and/or the workforce. Ask panelists to share what they are studying or what their current employment is. Have panelist focus on ways their school experiences, including FFA, helped prepare them for the challenges of their current roles.
Essential Question(s)	What knowledge and skills are necessary to demonstrate introductory understanding of the influences that societal, economic and technological changes have on employment and the impact that employability skills, interests and aptitudes have on individuals' career choices and postsecondary options? What knowledge and skills are necessary to demonstrate introductory understanding of what is needed to be a successful citizen in the agriculture industry?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices 1. Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 9. Model integrity, ethical leadership, and effective management 10. Plan education and career paths aligned to personal goals 12. Work productively in teams while using cultural global competence National Agricultural Education Standards https://www.ffa.org/thecouncil/afnr CS.01. Analyze how issues, trends, technologies, and public policies impact systems in the Agriculture, Food, and Natural Resources Career Cluster CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food and Natural Resources career pathways
NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/

	Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
Learning Objectives	Career and Community Opportunities 2. Career Clusters Students will a) Identify and use career resources to obtain information about careers and employment trends c) Examine the 16 national career clusters and their use in guiding initial career planning d) Identify clusters for further investigation based on personal interests 3. Employability Skills Students will a) Identify personal characteristics such as abilities, interests and values and examine how they might impact career choices 4. Career Plans Students will a) Examine potential career choices to determine knowledge, skills and abilities associated with each b) Assess personal characteristics such as interests, abilities and aptitudes in relation to characteristics associated with careers of interest Introduction to Agriculture and Leadership 1. Agriculture Industry Students will c) List and describe the major sectors of the agriculture industry, such as animal science, plant science, mechanical science, conservation/environmental science and agribusiness. 5. Careers in Agriculture Students will a) Investigate a career in the agriculture industry and identify the pathways used to reach that career b) Assess personal knowledge, skills and interests in careers in agriculture and evaluate personal suitability for these careers c) Describe ways that leadership skills contribute to career success

Vocabulary	Academic Ability, Employability, Employer, Employee, Skill, Value	Content Career Pathway, Career Plan, Distribution, Financing, Production, Processing,
Materials and Resources	Agriscience notebooks (Day 1, 2, 3 Human Knot activity (Day 1) https://www.wrksolutions.com/Documents?WhenIGrowUp/WIGU_PDFS/High-School/WFS-HighSchool-Lessons.pdf pg4 Employability Skills: Definition and List of Examples (Day 1) https://zety.com/blog/employability-skills Online career exploration tests/quizzes/assessments (Day 2) www.careeronestop.org>explorecareers>assessments>interests www.careeronestop.org>toolkit>careers>interest-assessment www.mynextmove.org>explore www.careerwise.minnstate.edu>careers>interestassessment https://www.123test.com/career-test www.careeroutlook.us/assessment/short.shtml www.princetonreview.com>quiz>career-quiz Poster Paper, Markers (Day 3) Twine/String, tape (Day 3) National Career Clusters (Day 3) https://www.careerkey.org/explore-career-options/16-career-clusters.html U.S. Bureau of Statistics-Industries at a Glance (Day 3) https://www.bls.gov/iag/tgs/iag111.htm Ag Careers.com-Career Profiles (Day 3) https://www.agcareers.com/career-profiles https://blog.resourcewatch.org/2019/05/30mapap-of-the-month-how-many-people How to Make a Career Plan (Day 4) https://www.Reed.co.uk/career-advice/how-to-make-a-career-plan Agricultural Career Cluster Investigation (Day 4) https://naitc-api.usu.edu/media/uploads/2016/07/27/ag_careercluster_investigation.pdf Computer, printer (Day 4) Bringing Careers Closer to Home: Hosting a Middle School Career Fair (Day 5) https://texasoncourse.org/whats-new/blog-bringing-careers-closer-to-home-hosting-a-middle-school-career-fair	

INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	Day 1 Teacher asks, “Who would be willing to share with us today the	Day 1 Students share their parents/guardians careers/jobs.	Day 1: 40 mins 10 mins

	careers/jobs your parents/guardians have?" Teacher says, "Share with us what skills/education your parents/guardians needed in order to secure their career/jobs" Teacher shares that today we will begin looking at how to decide on career choices and what goes into making these decisions.	 Students share their parents/guardians education/skill attainment Students take out their Agriscience notebooks.	
Do-now/Hook	Teacher places students into groups of six and tells them to make a circle facing one another. Students are instructed to raise one hand and grab the hand of someone that is not on either side of them. Students then instructed to raise their other hand and grab hands with a different person; again, not someone beside them. Everyone should be holding hands of two different people and they are not holding hands with someone next to them. Teacher then instructs the groups to carefully untangle themselves without unclasping hands and without hurting those people they are holding hands with. (Teacher should monitor groups as they pass over/under one another). End result should be students are back in a circle, although not all may be facing in the same direction. (activity found at wrksolutions.com) https://www.wrksolutions.com/Do	Students become engaged in "Do-Now" activity- The Human Knot.	20 mins

	cuments?WhenIGrowUp/WIGU_PDFS/High-School/WFS-HighSchool-Lessons.pdf pg4 Lesson1-Human Knot.		
Procedure for Instruction/ Learning Activities	Teacher leads a discussion on what skills were necessary in order for the members of each group to accomplish their goal of returning to a circle. Teacher has a student recording the responses on chart paper as answers are provided. Teacher leads a discussion on Employability Skills. Definition- set of desirable skills that can be transferred to the workplace. -time mgt. -positive attitude -professionalism -organization -oral communication -written communication -problem solving -adaptability -collaboration -teamwork Resource: Zety- Top 10 Employability Skills: Definition and List of Examples https://zety.com/blog/employability-skills Teacher asks students, "Can you tell me the difference between the	Students offer responses on skills necessary for the group to return to a circle. Students record skills in the Agriscience notebooks Students continue to take notes in their Agriscience notebooks Students provide definitions and record answers in the Agriscience notebooks.	10 mins

	terms employer and employee?" Teacher, with assistance of students provides a formal definition for each term. Day2 Teacher begins by reviewing the list of employability skills developed the last lesson and utilizes student input to explain what is meant by each term. Teacher explains that ,"Today we will be assessing ourselves with regard to employability skills to reveal our positive traits as well as those traits we can improve upon or accept that we can't or are not interested in doing so." Teacher explains the exercise to accomplish this task. Each student is instructed to list each skill and next to the skill indicate their self-assessment for the trait. Teacher may need to provide an assessment example for one skill. Teacher assists students with the exercise as needed. Teacher requests students to share some of their responses for each of the skills. Teacher asks the class; "what have you learned from completing this exercise?"	Day 2 Students take out their Agriscience notebooks and review the list of employability skills from the last lesson. They write an explanation for each term discussed Students begin to write the employability skill list in their Agriscience notebook Students beginself-assessment in their Agriscience notebook. Students indicate when they have completed their self-assessments. Students share out with the class their assessments for the various skills. Students offer their responses regarding what they have learned from this exercise.	Day 2: 40 mins 25 mins 15 mins

	Teacher leads a summary discussion: -honest assessment of self with regard to abilities and traits - interests - likes/dislikes -academic ability - morals - values - lifestyle desires Teacher provides the following websites for students to pursue on their own for online career exploration tests/quizzes/assessments www.careeronestop.org>explorecareers>assessments>interests www.careeronestop.org>toolkit>careers>interest-assessment www.mynextmove.org>explore www.careerwise.minnstate.edu>careers>interestassessment https://www.123test.com/career-test www.careeroutlook.us/assessment/short.shtml www.princetonreview.com>quiz>career-quiz https://www.careerzone.ny.gov/views/careerzone/index.jsf	Students write notes in their Agriscience notebooks Students copy down websites provided.	

	Day3 Teacher introduces the class to formal definition for the term "career" by asking; "now that we have taken a look at what our skills are with regard to employment, how would you define a career? - An occupation undertaken for a significant period of a persons' life with opportunities for progress. Teacher leads a discussion: 16 National Career Clusters https://www.careerkey.org/explore-career-options/16-career-clusters.html Teacher further explains we will focus on the first one: - Agriculture, Food and Natural Resource Major sectors of the Agriculture Industry - Animal Science - Plant Science - Agriculture Mechanics - Conservation - Agribusiness Resource: U.S. Bureau of Statistics-Industries at a Glance https://www.bls.gov/iag/tgs/iag111.htm Resource: Ag Careers.com-Career Profiles https://www.agcareers.com/career-profiles Teacher further explains that these	Day 3 Students take out their Agriscience notebooks. Students offer definitions for the term "career" Students continue to take notes in their Agriscience notebooks Students continue to take notes in their Agriscience notebooks Students continue to take notes in their	Day 3: 40 mins 20 mins

	sectors can be the combination of many subject areas such as: - Biological - Zoological - Mechanical - Constructional - Environmental - Financial - etc Resource: Resource Watch https://blog.resourcewatch.org/2019/05/30mapap-of-the-month-how-many-people	Agriscience notebooks.	
	Teacher introduces the following "Match Up" exercise to the class. - using the poster papers hanging on the board, on the right posters using the markers provided list the various Major Sectors of the agriculture industry. On the left posters list as many subject areas you can think of. Be sure to space each sector and subject area from one another. Then with the string and tape provided, connect each sector to as many subject areas as you think they could be a part of. (teacher can provide an example to assure for understanding) Teacher highlights the many subject areas found in each major sector of the Agriculture, Food and Natural Resource Career Cluster. Teacher asks, "What does this web show us?"	Students take part in the "match up" exercise. Students offer their responses to the question.	20 mins

	Teacher concludes by indicating that in 2018, globally about 1 billion people worked in the agricultural sector. This is about 28% of the population employed that year. Day 4 Teacher introduces the concept of Career Plans: - a practical strategy that allows a person to assess their skills and interests, determine career goals and take steps toward achieving the goals set. self-assess>research careers>set career goals>improve skills>seek employment. Source: How to Make a Career Plan https://www.Reed.co.uk/career-advice/how-to-make-a-career-plan Teacher introduces the exercise for the remainder of the class and for the next class: Utilizing laptops or the student center/library students will conduct an Agricultural Cluster Investigation. Students begin by accessing the worksheet Agricultural Career Cluster Investigation https://naitc-api.usu.edu/media/uploads/2016/07/27/ag_careercluster_investigation.pdf The worksheet will then direct you to a site for beginning your search	Day 4 Students take out Agriscience notebooks. Students write down definition for a Career Plan and the steps for creating one. Students access the worksheet from the site provided. Students go to the site provided on the worksheet to search job titles in agriculture.	Day 4 : 40 mins 10 mins 30 mins

	for a career. Select a career, complete the worksheet and add the final question, "Would this be a good job/career for you, why/ why not?"		
	Teacher instructs students to begin this exercise and to complete for H.W. if they do not complete it with the time remaining.	Students begin the exercise.	
	Teacher further indicates that students should print out their work and be prepared to report to the class during the next class session on the answers to their worksheets.	Students complete for H.W. and print out for class tomorrow.	
	Day 5 Teacher has students report back to the class the answers on their worksheet from the last class session. Teacher leads summary discussion on careers by reviewing: - employability skills - Career Clusters - Major Sectors of the Ag. Industry - Career Plans	Day 5 Students orally report to the class the careers selected by reading the answers from their worksheets Students guide the review with their responses.	Day 5: 40 mins 35 mins 5 mins
	Day 6 Teacher explains to the class that during this class period they will be planning a mini career fair. - allow the class to decide if they want to focus on ag. careers or open it up to other sectors as well	Day 6 Students participate in the planning of their class mini career fair and decide on each of the components involved in planning it.	Day 6: 40 mins 40 mins

	- solicit possible participants from the class - decide on number of participants - create letters of invite - decide on a date - create a flyer - develop specific questions for participants to answer while they present: 1. What is a typical day like? 2. What skills, education/experience is necessary to get your job? 3. What do you enjoy/ not enjoy with your job? 4. What advancements are possible on your job? 5. What are salaries like? Teacher has students develop an actual letter of invitation to be sent/given to each potential participant. Teacher has students create a mini career fair flyer. Source: Bringing Careers Closer to Home: Hosting a Middle School Career Fair https://texasoncourse.org/whats-new/blog-bringing-careers-closer-to-home-hosting-a-middle-school-career-fair Day 7 Teacher invites participants to the career fair utilizing resources developed in class. Note: This part of the learning experience could last for several	Students create a letter for inviting each potential participant to the mini career fair. Students create mini career fair flyer Day 7 Students hold an actual mini career fair. Class can decide if the fair is going to be just for the class or for the entire 8th grade. Students submit a reflection on something they learned from visiting a different student's career	Day 7: 40 min.

	class periods. Teacher asks students to submit a reflection on something they learned from visiting a different student's career fair presentation.	fair presentation.	
Differentiation	Students will be grouped by their abilities and interests. Teacher will provide scaffolded support where needed. Students who have physical disabilities will be accommodated for. Students who are meeting all of the expectations will be challenged to go above beyond.		
Closure	Teacher invites participants to the career fair utilizing resources developed in class. Students hold an actual mini career fair. Class can decide if the fair is going to be just for the class or for the entire 8th grade. Students submit a reflection on something they learned from visiting a different student's career fair presentation.		
ASSESSMENT			
College, Career, and Life Readiness Skills	Based on Middle-level Life/Career Rubrics available at: https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics?start=0		

Performance Measure	**Exemplary**	**Proficient**	**Developing**	**Beginning**
Acts Responsibly in the Interests of Others	Contributes extensively to a community organization or event; thoughtfully reflects on the importance of own actions within the community.	Contributes to a community organization or event and reflects on the importance of personal involvement within the community.	Participates in, but does not contribute to, a community organization or event and attempts to reflect on personal involvement within the community.	Does not contribute to a community organization or event or reflect on the importance of involvement within the community.
Analyzes Career Opportunities	Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.	Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.	Identifies career opportunities to determine requirements.	Unable to identify career opportunities and determine if personally interested.
Makes Connections Between Work and Needs	Easily and accurately describes how work	Describes how work products and services	See some connection in how work products and	Fail to understand how work products and

Performance Measure	Exemplary	Proficient	Developing	Beginning
of Community	products and services benefit the community.	benefit the community.	services benefit the community.	services benefit the community.
Manages Time to Complete Tasks by Deadline	Completes work ahead of schedule by creating a plan to finish early.	Completes work on time by using time management skills.	Completes work on time with reminders and supervision.	Rarely completes work on time; fails to use time management skills.
Seeks information on Career Opportunities	Extensively uses a variety of reliablesources and personal networks to inquire and locate information on career opportunities.	Uses a variety of reliable sources and personal networks to inquire and locate information on career opportunities.	Makes limited use of reliable sourcesand/or personal networks to inquire and locate information on career opportunities.	Fails to use reliable sources and personal networks to inquire and locate information on career opportunities
Seeks Support for Career Plans	Extensively seeks out and relies on counseling and mentors to support career plans.	Seeks counseling and mentors to support career plans.	Makes limited use of others as counselors or mentors to support career plans.	Fails to seek advice from other to support career plans.
Sets and Meets Goals	Sets measurable goals and action steps to accomplish them.	Defines and meets goals using the strategies.	Defines goals and strategies but has not met goals.	Has goals but no strategies to achieve them.