

Lesson Title: Career Wiki

Overview: Teach students how to use a wiki. Teach students how to research careers.

2013 Common Core AL Language Arts Standards:

- ◆ Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
 - ◆ a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. [W.9-10.2a]
 - ◆ b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. [W.9-10.2b]
 - ◆ c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. [W.9-10.2c]
 - ◆ d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. [W.9-10.2d]
 - ◆ e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. [W.9-10.2e]
 - ◆ f. Provide a concluding statement or section that follows from and supports the information or explanation presented
- ◆ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.) [W.9-10.4]
- ◆ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.) [W.9-10.5]
- ◆ Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. [W.9-10.6]
- ◆ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]
- ◆ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]
- ◆ Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]
- ◆ Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences. [W.9-10.10]

Technology COS:

- 16--Evaluate the accuracy, appropriateness, and bias of electronic information.
- 17--Cite electronic sources properly.
- 32--Demonstrate ways technology is used for transfer of information.
- 33--Demonstrate proficiency in presenting digital information.
- 34--Use appropriate on-line resources for research.
- 35--Apply appropriate techniques for information retrieval.
- 36--Identify useful information from a search.
- 37--Take notes and paraphrase from a search.

Objectives: Students will learn to use a wiki.
 Students will learn to write a thesis.
 Students will learn to cite sources.
 Students will learn to evaluate electronic sources
 Students will learn about careers.

Time Frame: More than one period. Could be extended as needed—especially if students view one another's pages or research more than one career.

Materials: * Main wiki page
 * Access to computers that are connected to the Internet
 * Materials for researching careers (could be online: See Cites for Research)
 * Information on what constitutes a good thesis
 * Rubric for grading

Procedure:

- ◆ Teach students how to write a good thesis. (See MLA Handbook 1.8.2).
- ◆ Show students how to cite electronic and printed sources (and where to find additional examples—MLA Handbook)
- ◆ Show students a wiki and explain how it works.
- ◆ Allow students to choose a career in which they are interested to research.
- ◆ Have students make a list of things they or someone else might want to learn about a career—this is what they will be including in their wiki
- ◆ Give students rubric for grading.
- ◆ Visit library for career research.
- ◆ Visit computer lab for creation of wiki pages for each career.
- ◆ Allow students time to visit class-created wiki pages for additional careers.
- ◆ Have students evaluate one another's wiki pages and discuss what they learned in the process of completing their project.
- ◆ (This could be expanded by having professionals come in and speak about their careers or jobs available at their company).

Cites for Career Research

Occupational Outlook Handbook: <http://www.bls.gov/OCO/>

Exploring Career Information from the Bureau of Labor Statistics -- 2008-09 Edition:
<http://www.bls.gov/k12/>

College Grad.com: <http://www.collegegrad.com/careers/>

America's Career Info-net: <http://www.acinet.org/acinet/>

7 Cities Jobs: <http://www.7cityjobs.com/7CityJobs/career.asp>
Resume tips, interview tips, internships center

Salary Calculator: <http://www.7cityjobs.com/SalaryCalculator.asp>

Career Overview: <http://www.careeroverview.com/>

Vault: <http://www.vault.com/index.jsp>

Mathematical Sciences Career Information: <http://www.ams.org/careers/>

Careers in Marine Biology: <http://hopkins.stanford.edu/careers.htm>

Career Cruising: <http://www.careercruising.com/>