

New York City Department of Education Magnet Program District 25 & 28

Middle School 217Q

TITLE: Exploring Green Careers for a Green Planet

Essential Question: Will green careers save our planet?

Suggested Time Frame: 4 weeks

Theme: Career Exploration

E-mail: lhoffma5@schools.nyc.gov

Graphic Overview of Unit

Suggested Time Frame: 4 weeks

Essential Question: Will green careers save our planet?

Exploring Green Careers for a Green Planet

Surveying Green Career Choices, Education, and Interests

Researching Green Careers with the Internet

Making a Green Career Choice/Commitment

Recommending How Others Can Become Green Career Professionals

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Unit's Culminating Project: (briefly explain in 2-3 sentences):

Students will design a PowerPoint presentation with Voicethreads and use this presentation as talking points to persuade/recommend that others adopt a specific green career in the future.

Stage 1- Desired Results

Standards-Based Learning Goals:

NYS ELA Grade 8 – Standard 1 - Students will read, write, listen, and speak for information and understanding

NYS ELA Grade 8 – Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation

National Educational Technology Standards for Students:

Research and Information Fluency:

Students apply digital tools to gather, evaluate, and use information.

Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on appropriateness to specific tasks.

Concepts

Big Ideas for this Unit

Power and Survival:

The workforce has the power to decide if the planet survives or dies.

Working for our planet’s survival or demise is an individual choice.

Magnet School Theme:

Career Exploration

How does the Big Idea in your unit connect to your theme?

Students will explore how the green careers of the future will shape the ways in which we work to ensure the survival of our planet.

Enduring Understandings

Students will understand that...

1. New green careers are evolving out of the needs of our planet to survive.
2. Individuals who choose to adopt to a “green” way of working will have many different kinds of job opportunities in the future.
3. Green careers can link to everyone’s personal interests and passions.
4. Green careers are found in all areas of work.

Overarching Essential Question: (this question should connect to your school theme)

Will green careers save our planet?

Content and Skills

Content

Students will know...

Facts, opinions, relevant information, irrelevant information, point of view, multiple perspectives, bias, main ideas, supporting details, compare and contrast, predictions, making inferences, drawing conclusions, formulate questions, accurate and inaccurate information, description, evaluation of advantages/disadvantages, persuasion, survey

Skills

Students will be able to...

1. preview an informational text to assess the usefulness of its content about green careers
2. select relevant information about green careers
3. eliminate/ignore irrelevant information, opinions, and bias in texts
4. formulate questions to be answered through further research
5. make predictions about how a green career can ensure the planet's survival
6. evaluate the validity of a green career based on multiple points of view and perspectives
7. describe a green career based on appropriate main ideas and supporting details
8. evaluate the advantages/disadvantages of working in a green career
9. design a presentation (a PowerPoint with Voicethreads) that persuades/recommends that others adopt this green career in the future
10. survey the class (before and after the presentation) about the benefits of a green career

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal) Recommend a specific green career by describing its attributes and benefits to our planet

R- (role) Persuader

A- (audience) Fellow students looking for a green career path

S- (situation) Oral Presentation

P- (purpose and product) PowerPoint with Voicethreads, Survey

S- (standards for performance)

NYS ELA: Grade 8 – Speaking: Students prepare and give presentations on informational topics

NETS•S: Communication and Collaboration: Students use a digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others (d.) contribute to project teams to produce original works or solve problems.

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

1. You will assume the role of a worker in a green career.
2. Chose a green career after you have completed green careers research on the Internet.
3. Chose five or more sites from the given master class list to explore your green career choice in depth.
4. Choose this green career out of your personal interest in this field.
5. For each Internet site you visit, complete the given graphic organizer with answers for your green career investigation.
6. The purpose of the research is to arm you with provocative information that will allow you to argue in favor of this green career. Your argument will be based on your green career's compelling attributes and benefits for saving our planet.
7. Design a PowerPoint with Voicethreads that justifies and illustrates how the career you chose:
 - a. interests you personally
 - b. has attributes that are "green"
 - c. has benefits that will save our planet in the future
 - d. has the ability to make you a powerful individual in the workforce
 - e. is satisfying as a career choice for others
 - f. has both text and images to engage the listener/viewer
 - g. has Voicethreads that add your talking points to the PowerPoint
8. Create a survey to assess how your peers connect with the green career information you presented to them.
9. Use the following slide guide to shape your project:

Slide 1: This green career interests me personally, because ____.

Slide 2: This career is considered "green," because ____.

Slide 3: For this career, my education included ____.

Slide 4: If you were to see me working in this green career in the future, you would see me____.

Slide 5: My special skills include _____.

Slide 6: I believe that my working in this green career _____ will save our planet by ____.

Slide 7: As a _____, my most powerful contribution to the planet would be____.

Slide 8: I strongly believe that other people should adopt this career path, because _____.

Slide 9-12: Choose images to demonstrate “This is what my green career looks like, sounds like, feels like, etc.”

10. Use the following guide for your survey:

Create three questions that will evaluate how connected to/invested your classmates feel about this green career. Ask your classmates to write short responses for each question.

Examples:

Explain one aspect of a botanist’s job that appeals to you?

What aspect of this green career do you find most useful to saving the planet?

What aspect of this green career do you find least useful to saving the planet?

How does (doesn’t) this career make you a friend of the planet?

**UNIT TITLE: Exploring Green Careers for a Green Planet
Rubric For Culminating Project**

Project Component	1	2	3	4	100%
Internet Research	1 green career site researched	3 green career sites researched	5 green career sites researched	More than 5 green career sites researched	15%
Graphic Organizers	Shows a lack of understanding of the attributes and benefits of the green career for this Internet site	Shows a limited understanding of the attributes and benefits of the green career for this Internet site	Shows a solid understanding of the attributes and benefits of the green career for this Internet site	Shows an advanced understanding of the attributes and benefits of the green career from this Internet site	25% 5% for each of the 5
PowerPoint Slides - and Oral Presentation	4 slides (3 content and 1 illustration) The product is not effective because of major gaps or flaws with organization, thoroughness, and clarity - making it difficult to determine key points	8 slides (6 content and 2 illustration) The product is somewhat effectively convinces others to adopt the green career - with some gaps or flaws in organization, thoroughness, and clarity	12 slides (8 content and 4 illustration) The product effectively convinces others to adopt the green career - so that it is easy to determine key points	Adds slides to the 12 slide requirement The product Is highly convincing in its ability to convince other s to adopt the green career - so that there is unusual craftsmanship in the final product	50%
Survey Questions for Peers	Creates 1 effective question to survey peers	Creates 2 effective questions to survey peers	Creates 3 effective questions to survey peers	Creates more than 3 effective questions to survey peers	10%

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