|  |  |  |
| --- | --- | --- |
| **Name: Samantha Lafin** | **Contact Info: Samantha.lafin@kenton.kyschools.us** | **Date: 08/24/16** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title : Human Body Systems** | **Unit #:**  **1** | **Lesson #:**  **1** | **Activity #:**  **2** |
| **Activity Title: Career Research** |

|  |  |
| --- | --- |
| **Estimated Lesson Duration:** | **4 days** |
| **Estimated Activity Duration:** | **1 day** |

|  |  |
| --- | --- |
| **Setting:** | **Rm 2610, Scott High School** |

|  |
| --- |
| **Activity Objectives:** |

Students will be able to:

1. List several careers and characteristics of those careers that relate to human body systems and
2. Connect a career to classroom content.

|  |
| --- |
| **Activity Guiding Questions:** |

* What careers are related to the human body system?
* What types of education do you need to have in order to have one of these careers?
* How much money will you make in these careers?

| **Next Generation Science Standards (NGSS)** | |
| --- | --- |
| **Science and Engineering Practices (Check all that apply)** | **Crosscutting Concepts (Check all that apply)** |
| Asking questions (for science) and defining problems (for engineering) | Patterns |
| Developing and using models | Cause and effect |
| Planning and carrying out investigations | Scale, proportion, and quantity |
| Analyzing and interpreting data | Systems and system models |
| Using mathematics and computational thinking | Energy and matter: Flows, cycles, and conservation |
| Constructing explanations (for science) and designing solutions (for engineering) | Structure and function. |
| Engaging in argument from evidence | Stability and change. |
| Obtaining, evaluating, and communicating information |  |

| **Ohio’s Learning Standards for Science (OLS)** |
| --- |
| **Expectations for Learning - Cognitive Demands (Check all that apply)** |
| Designing Technological/Engineering Solutions Using Science concepts **(T)** |
| Demonstrating Science Knowledge **(D)** |
| Interpreting and Communicating Science Concepts **(C)** |
| Recalling Accurate Science **(R)** |

| **Ohio’s Learning Standards for Math (OLS) and/or**  **Common Core State Standards -- Mathematics (CCSS)** | |
| --- | --- |
| **Standards for Mathematical Practice (Check all that apply)** | |
| Make sense of problems and persevere in solving them | Useappropriate tools strategically |
| Reason abstractly and quantitatively | Attendto precision |
| Construct viable arguments and critique the reasoning of others | Look for and make use of structure |
| Model with mathematics | Look for and express regularity in repeated reasoning |

|  |
| --- |
| **Unit Academic Standards (NGSS, OLS and/or CCSS):** |

LS 1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

|  |
| --- |
| **Materials**: (Link Handouts, Power Points, Resources, Websites, Supplies) |

Mynextmove.org, career worksheet, pop quiz, reading assignment, art supplies to create posters (construction paper, printer paper, colors, scissors, glue sticks)

|  |
| --- |
| **Teacher Advance Preparation:** |

Create pop quiz with questions that students provided in their groups.

|  |
| --- |
| **Activity Procedures:** |

1. **Enter Slip:** Add 5 words to the “glossary” page in your notebook (last page of your binder) that you didn’t know before the Human Body Jigsaw yesterday. After that, brainstorm 5-10 careers/jobs that have to have knowledge of the human body, its components, and how it functions.
   1. Share out of jobs - create a list for all students to see
   2. Make sure students are writing down jobs they find interesting or didn’t think of
2. Pass out note sheets
3. MyNextMove.org career worksheet teach
   1. Identify degree levels and years of schooling
   2. Show an example using key words
   3. Clearly explain how to find college information - students can use colleges they are interested in
4. Career Advertisement
   1. Choose one career to “advertise” to the class
   2. Can be created by hand or computer-created
   3. Must include:
   4. Career name
   5. Average Salary
   6. Education Required
   7. Outlook for this career
   8. One college that offers that career path
   9. Price of that college
   10. Classes you will need to take for career path
   11. How this job relates to human body systems
   12. A picture that relates to this career
5. Human Body Pop Quiz
6. After pop quiz, students should work on filling out career worksheets (due at the end of class today), and career advertisement (due at the beginning of class the next day)
7. **Exit Slip:** For homework, you will be reading “Stories about Organ Donation”. For your exit slip, please answer the following questions on a separate sheet of paper and turn them to the homework bin before you leave class.
   1. Read the titles in the passage. What do you think you will be reading about?
   2. Read the titles in the passage. What do you already know about this topic?
   3. How has the information been divided into smaller topics?
   4. What visuals are used? What do they tell me about what I will be reading?
   5. Look at the questions at the end of the section. How do they help guide you as to what you will be reading?

**Formative Assessments:** Link the items in the Activities that will be used as formative assessments.

Pop quiz, career advertisement, enter slip

**Summative Assessments:** These are optional; there may be summative assessments at the end of a set of Activities or only at the end of the entire Unit.

Unit test at the completion of this unit and the subsequent unit.

|  |
| --- |
| **Differentiation:** Describe how you modified parts of the Lesson to support the needs of different learners.  Refer to Activity Template for details. |

For students that required modification, I limited the information they had to find. They may have only had to find 2 careers instead of 3, or just find careers instead of tiering the educational level. I also had worksheets for the career advertisements in case a student had difficulty following the directions, but that wasn’t necessary for my students.

|  |
| --- |
| **Reflection:** Reflect upon the successes and shortcomings of the lesson. |

My students love this activity. This gives them an idea of why education is so important, something that the community I work in sometimes fails to grasp. It has students look at educational levels and compare them to earned salary, which strikes a chord with some of them as to why we are always nagging about getting good grades. They also like how they can direct the learning and find careers they are interested in. I’m glad to see that students find other jobs that aren’t just “doctor”, “nurse”. They find careers that may begin to interest them and encourage them to pursue their education.