



<p>Ministry Licensed Resource Title:</p>	<p>Career Cruising</p>
<p>Description of resource</p>	<p>Career Cruising is a comprehensive career guide that helps students connect their current schoolwork to their future career plans. By navigating through a user friendly interface, students from grade 6 into adulthood can benefit from exploring the five key career guidance needs: self-assessment, career exploration, post-secondary education planning, work search, and portfolio development. Students have access to up-to-date real-world information on secondary, post-secondary programs, financial assistance, and careers. As students explore the five key career guidance needs and participate in the various self-assessments, information can be saved to their “My IPP” area and later used to construct a résumé.</p> <p>Career Cruising can be useful for students in the intermediate grades to consider how the high school courses they might take can impact their career choices. Students in high school can use Career Cruising to investigate post-secondary schools and occupations. As students enter post-secondary institutions, they might still refer back to Career Cruising to learn about the careers related to their field of study, evaluate career options, review their “My IPP”, and build or update their résumés.</p> <p>Students can use Read and Write Gold as an assistive technology to help them navigate the site.</p>
<p>Curriculum Connections</p>	<p>This exemplar is specific to Grade 6 Language Arts, but could be used in any area in which a demonstration of learning is communicated.</p> <p>Reading Grade 6 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details</p> <p>Writing Grade 6 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas 1.3 gather information to support ideas for writing, using a variety of</p>

	<p>strategies and a range of print and electronic resources</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations</p> <p>Oral Communication Grade 6</p> <p>1.4 Communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information.</p>
The “traditional” classroom practice and approach to the learning goals	<p>Students complete the matchmaker and interests assessments and save results to “My IPP” while also completing worksheets based on the information collected:</p> <p>http://www.careercruising.com/download/documents/English/Career%20Cruising%20Classroom%20Activities.pdf (pages 8 to 16)</p> <p>Students might go on to record one career that interests them followed by a list of the extracurricular activities, hobbies and interests, awards and certificates, career preparation activities, and short and long term goals suggested to obtain that career.</p> <p>Another resource for worksheets:</p> <p>http://www.sols.org/files/docs/share/eresources/CDNActivities_en.pdf</p>
<u>S</u> AMR: Substitution	<p>Students complete the matchmaker and interests assessments and save results to “My IPP” while also recording information collected from the site into a word processing program:</p> <p>The teacher could make these worksheets writable using programs like Kurzweil</p> <p>http://www.careercruising.com/download/documents/English/Career%20Cruising%20Classroom%20Activities.pdf (pages 8 to 16)</p>
<u>S</u> AMR: Augmentation	<p>Students use more advanced tools to create a graphic organizer or timeline of the notes they collected from Career Cruising.</p> <p>Students can use programs like Smart Art in Microsoft Word or SMART Ideas (both Ministry approved and in most boards) to create a mind map or timeline outlining their goals from elementary school to a career of their choosing.</p>
<u>S</u> AMR:	<p>After creating their graphic organizer or timeline, students add more creative elements to their work and demonstrate a deeper</p>

Modification	understanding of the content by adding images, colours, and or drawings.
<p>SAMR: Redefinition</p>	<p>Students have a choice of the software they will use to create their graphic organizer or timeline. Some examples are:</p> <ul style="list-style-type: none"> • SMART Ideas • Microsoft Office’s Smart Art • Popplet App (Free) • Simple Mind App (Free) • Timetoast • Prezi • Google Docs’ Presentation • Bitstrips (cut and paste voice to text script into the bitstrips) <p>After creating an engaging graphic organizer or timeline with information from Career Cruising combined with images and colours to add interest and detail, students will share their final work with their peers before presenting them to the class or exporting them to share with their teacher and families.</p>
Considerations for Digital Citizenship:	<ul style="list-style-type: none"> • If images are included in the graphic organizers or timelines, students can learn about Creative Commons and appropriate citations using online photo editors. • Students should learn about proper posture when using technology to create their final pieces for presentation (so they do not experience health issues like repetitive strain injury) and they should be encouraged to take breaks every 30 minutes; walk around, stretch, and/or get some physical exercise (balance between screen time and play). • If the programs the students are using have a sign in (like timetoast, bitstrips, or google docs), students should learn about safety, privacy, and reviewing the agreements. • Students should be aware of who would be appropriate individuals to share their assignments with (especially if there are personal pictures uploaded into the final presentation).

Reflections from the author...

What impact did using this digital approach have on your instructional practice?

- Students really enjoyed using the assessments, were engaged throughout, and reflected on why they might not have gotten the results they would have liked to get.
- Students were able to save the results of their assessments and some of their searches to their personal IPP. This allowed them to easily refer back to research during the assignment; and it is also something they can refer to in the future.
- Some students used Read and Write Gold to assist them with reading the text on the Career Cruising site (thus accommodating some learners)
- Students had choice with respect to their final product (Differentiated Instruction)

I was able to move among all the students as they worked because the technology, combined with assistive technologies (such as Read and Write Gold and Dragon Dictation, allowed all the students to work almost independently.

How did you know the approach had impact?

- Students were engaged throughout the lesson, activity, and presentation
- Students went back to redo their assignments, improve the final product, and add more detail without much prompting.
- Students discussed extension activities like talking to professionals whose positions they are interested in.