

# Sessions 10 and 11 — Milestone Project:

## Construction and Feedback

### Navigating the Course - *Where are we in the course?*

OVERVIEW: During the previous session, students were guided as they inquired into a set of four Essential Questions related to taking ownership of their future – especially their career plans. Students were assigned a Milestone Project at the beginning of the unit. They have steadily been making progress on the project to date. These two sessions allow for students to revise and refine their artifact. Students will be provided with formative feedback prior to the final evaluation of the product.

#### Unit Concepts & Essential Questions Addressed in This Session

- How do I take ownership of my future?
  - Individuals at my age begin assuming increasing levels of independence.
  - It is my right to independently explore Career Pathways that best fit my personal interests, aptitudes and aspirations.
  - There are many influences, both internal and external, that may impact my perceptions and how I make decisions.
- How do decisions I make today directly influence my future?
  - Personal and lifestyle choices made now and during high school lead to both opportunities and consequences regarding my future career options.
  - Effective career planning at my age involves establishing personal guidelines for making reasonable choices and conducting exploration of a variety of careers.
  - It is my responsibility to make academic and extracurricular activity choices a relevant aspect of my career-planning efforts.
  - I can consistently utilize a set of decision-making steps to make sound decisions about my future.
- How do I start career planning now?
  - Personal and lifestyle choices made now and during high school lead to both opportunities and consequences regarding my future career options.
  - Effective career planning at my age involves establishing personal guidelines for making reasonable choices and conducting exploration of a variety of careers.
  - Effective career planning does not mean I need to select a specific occupation, nor should it narrow my options at this stage of my life.
  - It is my responsibility to make academic and extracurricular activity choices a relevant aspect of my career planning efforts.
- Why must I grow and develop college and career readiness skills?
  - College and career readiness skills are required for success in any career
  - It is important that I begin building these skills as the foundation for a future career and growing into a career-ready student.



## Session Vitals – *What must I know to facilitate this session?*

### Session 10 Snapshot

1. Suggested Bell Work Activity
2. Set up Work Time and Feedback
3. Provide Feedback and Coaching to Students

Time Varies  
15 min.  
30 min.  
**50 min.**

**Estimated Time to Complete**

### Session 11 Snapshot

1. Continue to Provide Feedback and Coaching to Students
2. Closing Comments and Highlight Showcase Session

45 min.  
5 min.

**Estimated Time to Complete**

**50 min.**

### Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load the Sessions 10 & 11 PowerPoint Slides.

**Estimated Time to Complete**

**10 min.**

### Materials Used

- ✓ Unit 1 Activity Sheets, Pages 3-4
- ✓ Unit 1: Sessions 10 & 11 PowerPoint Slides
- ✓ Computers, if needed

### Room Set Up

- ✓ Secure an LCD projector.

## Entry Points – *How do I prime students for learning today?*



### Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

#### Snapshot of the Event:

**Step 1:** Ask students to locate their Unit 1 Activity Sheet, page 3.

**Step 2:** Direct students to reflect upon the steps they've completed on the Unit 1 Activity Sheet, page 3, thus far.

**Step 3:** Complete regular class routines while students work on the task.

**Step 4:** Transition to the next learning event.

#### Materials Used:

- Unit 1 Activity Sheet, Page 3

### How this event might *look* and *sound*...

NOTE: This event will be conducted at the beginning of Session 10 only. At the beginning of Session 11, students should continue working on their Unit 1 Milestone Project.

#### Step 1: Ask students to locate their Milestone Project Description: Unit 1 sheet.



*Take a look at the seven steps outlined at the bottom of the description sheet. While I complete some of the regular class routines, consider which of the steps you've completed. Which steps do you still need to complete? Star those items you still need to complete.*

#### Below is a list of the steps from the Milestone Project Description: Unit 1 sheet.

- ✓ Step 1: Look up some examples online or in a book. A great book to look at is *The 7 Habits of Highly Effective Teens* by Sean Covey.
- ✓ Step 2: Determine what kind of media you think you will use to present your ideas.
- ✓ Step 3: Gather resources that inspire you (e.g., quotes you enjoy, photos that inspire you, music lyrics that inspire you, etc.).
- ✓ Step 4: Create a list of big ideas that you want to include in your mission statement (make sure you include the big ideas from this unit).
- ✓ Step 5: Try creating a first draft of your statement (this will be different depending upon how you choose to present your statement).
- ✓ Step 6: Create a second and third draft of your statement and test run it with others (use the items shown above and see if they can do those four things after reading/viewing your statement).
- ✓ Step 7: Create a final draft to present to the class during the end of unit showcase.

#### Step 3: Complete regular class routines while students work on the task.

While students answer the questions posed, you may complete regular tasks such as taking roll, lunch count, etc.

#### Step 4: Transition to the next learning event.



*Who has a final draft of their project? No worries! You're not expected to be at that point. During our last two sessions, your goal was to create an outline or a first draft of your mission statement. Over this session and the next, we will take a closer look at your Unit 1 Milestone Project. You'll have time to revise and refine your project using feedback – all before you need to have a final version of the project ready. Our goal is to make sure that your project represents something that gives you pride and a sense of accomplishment.*



## Core Instruction – How do I facilitate instruction on the core topics?

### Interest Approach: Today's Choices – 5 mins

Students analyze prior experiences regarding the choices they make versus those made for them.

#### Snapshot of the Event:

- Step 1:** Introduce expectations for the session.
- Step 2:** Explain how the feedback process will work.
- Step 3:** Review the criteria on the Milestone Project Rubric: Unit 1.
- Step 4:** Encourage students to complete an evaluation of their project and responses to the questions using the Milestone Project Rubric: Unit 1 on their own.
- Step 5:** Release students to work on the Unit 1 Milestone Projects and their self- assessment.

#### Materials Used:

- Unit 1 Activity Sheets, Pages 3-4, 26
- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

### How this event might look and sound...

NOTE: This event will only be conducted during Session 10. During session 11, it will be useful to continue to display the questions students will be asked during the showcase either on the board or via PowerPoint. At the beginning of Session 11, you may also wish to discuss any observations about student work or behavior (positive or areas for improvement) from the previous session. This is also a time to re-establish certain ground rules as students start working again.

#### Step 1: Introduce expectations for the session.



*Pull out Unit 1 Activity Sheet, page 26 from your notebook. It has a list of the 11 college and career readiness skills. Imagine that you are a manager or a boss. If you were to give someone you are in charge of the job of creating a presentation for others to see, which of these skills would you expect them to most use?*

Elicit responses and capture them on the board.



*Okay, let's turn the table. You have the task of completing your Unit 1 Milestone Project during this session and the next session. Which of these skills will be relevant to you completing that task?*

Reference the skills captured on the board. Elicit responses.



*Over the next two days, you'll have a lot of time to decide how to get the task of finalizing your Unit 1 Milestone Project. The skills and attitudes you might expect of someone who you are supervising on the job are the same skills and attitudes that will help you complete this task successfully.*

Highlight any resources students have available to them (e.g., computers, art supplies, etc.). Explain any other ground rules you expect from them while they work.

**Step 2: Explain how the feedback process will work.**

Ask students to locate their copies of the Unit 1 Activity Sheet, page 3. Explain that this is the criterion that will be used when their Unit 1 Milestone Project is assessed during the Unit 1 Milestone Project showcase. Let them know you will be coming around to meet with them individually over the next two sessions to share some initial feedback so that they may make improvements before the final showcase.

**Step 3: Review the criteria on the Milestone Project Rubric: Unit 1.**

Review the criteria on the Unit 1 Activity Sheet, page 4, with the students. Explain that they will have two items assessed during the final showcase. First, the actual Unit 1 Milestone Project, or mission statement, will be assessed using the first set of criteria shown on the rubric. Second, let students know that you will ask questions about the project and/or their understanding of some big ideas from Unit 1, and they will need to respond. You will evaluate their response to the questions based upon the second set of criteria.

Write the following questions on the board or show PowerPoint Slide #2.

- What is at least one future life decision you have the right to make independently?
- What is at least one responsibility you must own when making big life decisions?
- What is an example, real or possible, of a decision you could make using your mission statement as a guide?
- What are three college and career readiness skills used as you created your mission statement?

Explain that they will be evaluated upon being able to respond to these four questions as well. They should think about them over the next two sessions.

**Step 4: Encourage students to complete an evaluation of their project and responses to the questions using the Milestone Project Rubric: Unit 1 on their own.**

*A great place to start your work-session is to complete the evaluation of what you have so far. Use the criteria in the first section of the rubric and see how you would rate your project. When you're done rating your project, figure out what you need to do to improve. This is a skill working people have to use each day.*

*All individuals who work have to review the work they have completed and determine how they can improve upon it the next time. Think of this as a great opportunity to practice!*

**Step 5: Release students to work on their Unit 1 Milestone Projects and self-assessment.****Provide Feedback & Coaching to Students – 35 minutes**

Students are engaged in receiving formative feedback and coaching on the Unit 1 Milestone Project.

**Snapshot of the Event:**

**Step 1:** Allow students time to begin working. Answer initial questions students may have about the work time and/or project.

**Step 2:** Meet with students individually to review progress and provide feedback using the Unit 1 Activity Sheet, page 4.

**Step 3:** If students happen to finish early, encourage them to complete one of the Learning Expeditions they did not choose to complete earlier in the unit.

**Materials Used:**

- Unit 1 Activity Sheets, Pages 3-4
- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

### How this event might *look* and *sound*...

NOTE: This event will consume the majority of the time during Session 11. As soon as students arrive, they should begin working on their Unit 1 Milestone Projects. As soon as possible, you should resume providing feedback and reviewing student progress.

**Step 1: Allow students time to begin working. Answer initial questions students may have about the work time and/or project.**

**Step 2: Meet with students individually to review progress and provide feedback using the Unit 1 Activity Sheet, page 4.**

Some students may require more attention but meet with each student at least once over the two-day construction session.

As you meet with each student, do the following:

- Review the self-assessment they completed on the project as a place to start.
- Review the physical product of the project with them.
- Provide feedback to them using the criteria on the Unit 1 Activity Sheet, page 4.
- Ask students the questions they will be asked during the showcase.
- Provide feedback and coaching to them on their responses using the Unit 1 Activity Sheet, page 4.
- Highlight at least one college and career readiness skill you notice the student exhibiting.
- Provide additional encouragement and praise!

Similar to the Learning Expeditions in this unit, the focus is on mastery and integration of the concepts addressed into a meaningful project. It is best if all students are provided with some element upon which they may improve. Be cautious of showing only one right way to complete the Unit 1 Milestone Project.

**Step 3: If students happen to finish early, encourage them to complete one of the Learning Expeditions they did not choose to complete earlier in the unit.**

## ***Bring Closure & Look Ahead – How do I conclude the session?***

### **Closing Comments & Highlight Showcase Session– 5 minutes**

Bring closure to the Unit 1 Milestone Project construction sessions and sets up the Unit 1 Milestone Project showcase session.

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#### **Snapshot of the Event:**

**Step 1:** Provide closing comments about the Unit 1 Milestone Project construction sessions.

**Step 2:** Set context for the Unit 1 Milestone Project showcase.

#### **Materials Used:**

- None

### How this event might *look* and *sound*...

NOTE: The closing comments shown here should be provided at the conclusion of Session 11. At the conclusion of Session 10, remind students that they will have one more session to work on their projects.

#### Step 1: Provide closing comments about the Unit 1 Milestone Project construction sessions.



*Thank you for two productive sessions! I am proud of the effort you've put into your Unit 1 Milestone Project. You should be, too—this is quite an accomplishment. This project is an important tool you'll be able to use for years to come. Most importantly, your Mission Statement can grow and change with you. As you mature, you can revise this statement to serve as a guide for owning your future for a long time to come!*

#### Step 2: Set context for the Unit 1 Milestone Project showcase.

Highlight the structure and purpose of the showcase session. Explain that students will need to come to the next session with the final version of their Unit 1 Milestone Project in hand. They should also be prepared to answer a question about any of the items shown on the project description sheet.



*During our next session, we'll have a showcase of the talent in this room. What is a showcase?*

Elicit responses. Listen for an event where people bring their best work to display for others to see.

Bring your final version of the mission statement with you to the showcase session. Be ready to share your mission statement with your classmates. Don't worry; we're most interested in the mission statement – not a flashy presentation. Just be prepared to stand up and show us what you've created. During that time, I'll ask you the same questions we've been studying. You will respond with your best thinking, as always!

Answer any questions students may have about the Unit 1 Milestone Project showcase.



## Assessment – *How do I assess student work from the session?*



### OPTIONAL: Score Student Participation – After the Session

Use the following scale as a simple rubric for assessing student participation today.

#### Snapshot of the Event:

**Step 1:** Score student participation and effort over the two days using the criteria provided.

#### Materials Used:

- None

### *How to implement the assessment...*

#### **Step 1: Score student participation and effort over the two days using the criteria provided.**

Student completed a self-assessment of the project using the rubric.

**5**

Student exerted adequate effort in revising and refining the Unit 1 Milestone Project.

**5**

Total

**10**