

Session 12 — Milestone Project:

Showcase & Final Assessment

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

OVERVIEW: Students were assigned the Unit 1 Milestone Project at the beginning of this unit. They have steadily been making progress on the project to date. This session is provided for students to showcase their work while the teacher provides a final assessment of the project.

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 12 Snapshot

1. Suggested Bell Work Activity
2. Milestone Project Showcase
3. Quick Synthesis of Learning from Unit 1

Time Varies

40 min.

10 min.

Estimated Time to Complete

50 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load Unit 1: Session 12 PowerPoint Slides

Estimated Time to Complete

10 min.

Materials Used

- ✓ Unit 1: Session 12 PowerPoint Slides
- ✓ Unit 1 Activity Sheet, Page 4

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 answer one of the four Essential Questions for Unit 1.

Step 2: Complete regular class routines while students work on the task.

Step 3: Bring class back together and transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

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

Step 1: Ask students to answer one of the four Essential Questions for Unit 1.

Write the following questions on the board or show PowerPoint Slide #2. Unit 1: Essential Questions

- How do I take ownership of my future?
- How do decisions I make today directly influence my future?
- How do I start career planning now?
- Why must I grow and develop college and career readiness skills?



Only a few short weeks ago, you saw these same questions at the beginning of the unit. You've certainly come a long way since then. I bet you can answer these questions with a great deal of confidence and poise. While I complete regular class routines, pick one of these questions and jot down a few bullet points or statements you recall from this unit. I bet you'll be surprised at how much you know!

Step 2: 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 3: Bring class back together and transition to the next learning event.

Who was surprised by how much they knew and remembered? What were some of the Key Concepts you remembered?

Elicit responses.



Keep that sheet nearby. At the end of our showcase today, we will revisit those items again as an entire class.

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



Milestone Project Showcase – 40 minutes

Students present their work and respond to key questions while the teacher evaluates the Unit 1 Milestone Project.

Snapshot of the Event:

Step 1: Set context for the showcase.

Step 2: Explain the structure of the showcase to the students.

Step 3: Establish a routine for celebrating each student as they finish the task.

Step 4: Conduct the showcase.

Materials Used:

- Unit 1 Activity Sheet, Page 4
- PowerPoint Slide #3

How to implement the assessment...

Step 1: Set context for the showcase.



Today is about celebrating your learning and accomplishment during this unit. We are a community of learners! Just like the larger community we live in, we support each other as members of this community. That means we are respectful and courteous to each other. We all know how much effort went into these projects. Let's sit back and enjoy seeing the cool pieces each person has brought with them today.

Step 2: Explain the structure of the showcase to the students.

Students will each stand to present their Unit 1 Milestone Projects. If they chose to write the mission statement, they should read it to the class. If they choose to capture it in a picture, they should show and explain the picture to the class.

Remind students that you will ask the following four questions after they present their project by showing PowerPoint Slide #3.

- 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 this mission statement?

Step 3: Establish a routine for celebrating each student as they finish the task.

After each student shares, the class should respond with a celebratory action such as a thunderous round of applause or a row of high fives as the person returns to his or her seat.

Step 4: Conduct the showcase.

Ask for a volunteer to begin:



Who's going to be the first to share their masterpiece?

You will want to monitor the pace of the showcase to ensure that each person has the same opportunity to stand and deliver their work to the class.

After each student completes his or her presentation, ask them the four questions listed above. Also, complete the evaluation rubric with feedback and relevant comments.

Make sure the class celebrates each student as he or she returns to their seat.

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



Quick Synthesis of Learning From Unit 1 – 10 minutes

Students synthesize the Essential Questions of Unit 1.

Snapshot of the Event:

- Step 1:** Revisit the four Essential Questions of Unit 1.
- Step 2:** Guide students in reviewing each of the four Essential Questions.
- Step 3:** Bring closure to the unit.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #2

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

Step 1: Revisit the four Essential Questions of Unit 1.



Excellent work today! I am impressed with how far you've come in such a short period of time. You've certainly built up some momentum toward your future. Earlier, we took a brief look at just how much you've learned in this first unit.

Let's revisit those four Essential Questions and see if we can answer each one.

Step 2: Guide students in reviewing each of the four Essential Questions.

Move sequentially through each of the four Essential Questions. With each question, ask the students to recall as many facts, pieces of information, etc., as possible. Capture that information on the board. Encourage students to use their notes from the class.

See that each of the following concepts is addressed in some form:

- 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.
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 - 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.

Step 3: Bring closure to the unit.

This has been an excellent start to your journey in this course. You are most certainly ready to make your future your own. Your efforts and thoughtfulness are appreciated. However, our journey has just begun. During our next unit, we will take a deeper look at the wide world of work. It's a big world out there, and it's time for us to begin exploring it together!

NOTE: If you plan to conduct the optional End-of-Unit Exam, you should do so during the next session in the sequence. Alert students accordingly so that they may come to the next session prepared for the End-of-Unit Exam.