

Sessions 6 & 7 — Self-Directed Learning:

Topic 2-2: Career Path Development

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

OVERVIEW: The previous two sessions revisited the career path development process and explored career options at the Career Pathway level. The next two sessions allow students to continue to dig further into the Career Pathways concept by completing a series of Learning Expeditions.

Unit Concepts & Essential Questions Addressed in This Session

What are my options in the world of careers?

- Career exploration is not the same as job searching. Job searching is a short-term pursuit of a position that matches your financial and career goals. Career exploration is a long, progressive process of choosing education, training and jobs that fit your interests, strengths and talents.
- Effective career planning at my age involves identifying my strengths and talents and conducting exploration of a variety of Career Clusters in a career field before choosing one to guide my future plans in high school.
- The world of careers can be divided into six general sectors called career fields. The career fields can be broken down into 16 Career Clusters – focusing on similar subjects or similar skills.
- Each of the 16 clusters can be further divided into different pathways – further defining specific types of career opportunities within each cluster.

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



NOTE: It is assumed that the Learning Expeditions outlined on Unit 2 Activity Sheets, pages 14-16, will take approximately two 50-minute sessions to complete. The plans provided encompass preparation for both Sessions 6 & 7.

Session 6 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	10 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
Estimated Time to Complete	50 min.

Session 7 Snapshot

1. Continue to Facilitate Learning Expedition and Provide Feedback	35 min.
2. Teacher-Led Discussion: Reminders for Success	10 min.
3. End of Class Announcements	5 min.
Estimated Time to Complete	50 min.



Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Set up Learning Stations (see Room Set Up below).
3. Load the PowerPoint slides for today's session.

Estimated Time to Complete

40 min.

Materials Used

- ✓ Unit 2: Sessions 6 & 7 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 3 and 14-16 (Used Previously)
- ✓ Learning Expedition Map: Unit 2 (Used Previously)
- ✓ Unit 2 Activity Sheets, Pages 17-18 (One Per Student)

Room Set Up

- ✓ Secure an LCD projector.
- ✓ Learning Station Set Up:
 - Set up the room with learning stations for the "Show Me!" and "Test Run!" Expeditions as outlined in the Unit 2 Activity Sheets, pages 14-16.

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:** Summarize resources to locate and questions to ponder.
Step 2: Guide students in getting started.
Step 3: Complete regular class routines while students work on the task.
Step 4: Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard or PowerPoint Slide #2
- Unit 2 Activity Sheets, Pages 3 and 14-16

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

Step 1: Summarize resources to locate and questions to ponder.

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

Locate the following:

- ✓ Unit 2 Activity Sheets, Pages 3 and 14-16
- ✓ "Get Started!" Expedition completed as homework

Look at the Unit 2 Activity Sheets, pages 15-16, and answer the following:

- ✓ Which “Show-Me!” Expedition will I complete today?
- ✓ What is one thing I can do to make progress on my Unit 2 Milestone Project outline or first draft today?

Step 2: Guide students in getting started.



Over the next two days, you have some choices to make about how to continue your learning. Our goal is to look, in more detail, at the world of career options using the Career Clusters and Pathways we’ve been discussing. At the end of the two sessions, you should have a better understanding of the variety of career options available.

When I say, “Let’s begin!” you’ll have some time to locate the three items shown at the front. Work quickly to find those items so that you have plenty of time to look over Unit 2 Activity Sheets, pages 15-16, and answer the two questions shown. In the end, you will have two achievable goals for the day.

Let’s begin!

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

While students create their lists, complete regular tasks such as taking roll, lunch count, etc.

Step 4: Transition to the next learning event.

Teacher Led Discussion: Reminders for Success – 10 mins

Prepare students for self-directed learning activities with instructions.

Snapshot of the Event:

Step 1: Briefly discuss the outcomes from the “Get Started!” homework. Connect the homework with the upcoming Learning Expeditions and the Unit 2 Milestone Project.

Step 2: Review the goals for the day and the Learning Expedition resources available.

Step 3: Help students establish a goal for progress on their Unit 2 Milestone Project.

Step 4: Summarize goals and release students to complete the activities.

Materials Used:

- Notebook
- Chalkboard/Whiteboard
- Unit 2 Activity Sheets, Pages 3 and 14-16
- PowerPoint Slide #3

How this event might look and sound...

Step 1: Briefly discuss the outcomes from the “Get Started!” homework. Connect the homework with the upcoming Learning Expeditions and the Unit 2 Milestone Project.



For homework you created either a mind-map or a crossword showing a cluster, its pathways, and sample careers or tasks within the pathway. Let’s share our thinking by drawing some of the maps and crosswords on the board.

Who will share?

Give each volunteer chalk or a marker and have them draw their mind-map or crossword on the board. Thank students for their work. Allow time for students to view examples. Share a few examples out loud.



Well done! By the end of tomorrow, we have each looked more closely at one pathway and shared what we learned with our peers so that we can gain perspective on a variety of Career Pathways across the clusters.

After having completed your homework last night and seeing what others have shared on the board, raise your hand if you think you'll investigate the same pathway as in your homework. How many think they may choose a different pathway to look at today?

It's probably useful to choose a pathway within the Career Cluster you've chosen for your Unit 2 Milestone Project. Keep your Unit 2 Activity Sheet, page 3, handy throughout each session as the assignments over the next couple of days will help you to collect some of the information you'll need to have in your presentation.

Step 2: Review the goals for the day and the Learning Expedition resources available.

Write the following statements on the board or show PowerPoint Slide #3.

By the end of today I will...

- Complete one "Show Me!" Expedition.
- Complete two "Test Run!" Expeditions.
- Make progress on my Unit 2 Milestone Project outline.



Let's begin our day with the end in mind. There are three things to do before the end of this session.

Review the list posted on the board or PowerPoint Slide #3.



While I completed regular class routines, you pondered your options for each of these three tasks. Go ahead and place a star by the "Show Me!" Expedition that most interests you. It's okay if you change your mind later.

Allow students a minute to mark their choices in the Unit 2 Activity Sheets, pages 15-16.



You probably noticed that everyone will complete both of the "Test Run!" activities, so go ahead and place a star by each of them.

Point out supplies students may need. Remind students of any ground rules for use of the materials and/or classroom resources.



What questions students may have about the activities.

Answer questions students may have about the activities.



After you complete an Expedition, I will review the product you created.

Step 3: Help students establish a goal for progress on their Unit 2 Milestone Project.

Students received a copy of Milestone Project Description: Unit 2 during the first session. By this session, students should be outlining a first draft of their presentation. For today, have students use the space available on Unit 2 Activity Sheet, page 16, to capture their working outline or first draft.



As you work throughout the day, you may find a point when I am busy or one of the stations is full. This is a great time for you to begin your Unit 2 Milestone Project.

Explain that students should be ready to prepare the outline and/or first draft (if they have not done so already).



You have been working diligently on your Unit 2 Milestone Projects. During our sessions today and tomorrow, you should work toward forming an outline and/or first draft of your presentation. There is space provided for you to begin creating your outline or first draft if you prefer to just start writing. By the end of the next session (Session 7), make sure you are on track for having an outline or first draft started.

Step 4: Summarize goals and release students to complete the activities.



Let's summarize what you are to complete by the end of the day.

Review the list posted on the board or the PowerPoint slide.

By the end of today I will...

- Complete one "Show Me!" Expedition.
- Complete two "Test Run!" Expeditions.
- Make progress on my Unit 2 Milestone Project outline.



Now that you've made some decisions about what you're going to accomplish today, let's get to it!

Release students to work on the self-directed activities.

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



Facilitating Learning Expeditions and Provide Feedback — 40 minutes

Students complete the self-directed Learning Expeditions planned for the two-session period of time while the teacher provides feedback and guidance.

Snapshot of the Event:

Step 1: The following events occur simultaneously:

- Teacher reviews “Get Started!” homework using criteria provided.
- Students complete a “Show Me!” Learning Expedition

Step 2: The following events occur simultaneously:

- Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.
- Students complete two “Test Run!” Learning Expeditions.

Step 3: The following events occur simultaneously:

- Teacher reviews student product for the “Test Run!” Learning Expeditions.
- Students begin working on the Unit 2 Milestone Project.
- After reviewing the “Test Run!” products, teacher reviews student progress on the Unit 2 Milestone Project.

Materials Used:

- Unit 2 Activity Sheets, Pages 14-18
- Learning Expedition Map: Unit 2

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

NOTE: Pacing of Sessions 6 & 7 will depend on a number of variables (e.g., resources available, the students, etc.). It is suggested that students complete a “Show Me!” Learning Expedition during Session 6 and complete the “Test Run!” Expeditions during Session 7, including *Activity Sheet 6-1*.

Step 1: The following events occur simultaneously.

- Teacher reviews “Get Started!” homework using criteria provided.
- Students complete a “Show Me!” Learning Expedition and related reflection questions.

Providing Feedback as Students Complete the Expeditions

As students work on the Learning Expeditions over the next two days, move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track” using the criteria provided on the following pages. If a student is demonstrating that they are “on track,” provide your sign-off in the space provided for that student on the Learning Expedition Map: Unit 2. If the student appears to be “off track” on the assignment, then provide coaching and prompts to get the student back “on track.”

Coaching on the “Get Started!” Homework

Review the “Get Started!” products created as homework using the following criteria:

- The goal of the “Get Started!” activity is for students to review the concept of Career Pathways by looking at the pathways in one cluster.
- Make positive and encouraging comments about thought students put into designing their mind-maps.
- If the students did the task, provide sign-off on the Learning Expedition Map: Unit 2 for each student.
- Briefly discuss your feedback on the homework with the student as you move around the room.

Step 2: The following events occur simultaneously.

- Teacher reviews student responses to the “Show Me!” Learning Expedition and related questions.
- Students complete two “Test Runs!” Learning Expeditions.

Coaching the First “Show Me!” Expedition

Review student products for the following.

Student...	Off Track	On Track
Describes Career Pathway	Description is either not written in student's own words or does not accurately depict the overall goals and tasks of careers within the chosen pathway.	Description is written in student's own words and accurately depicts the overall goals and tasks of careers within the chosen pathway.
Identifies sample careers and tasks for Career Pathway	Sample careers and tasks are not representative of those that fit within the chosen pathway.	Student lists multiple sample careers and tasks representative of the pathway.
Identifies aspects he or she would enjoy about having a career in the chosen pathway	Student identifies aspects that are not representative of careers within the chosen pathway and cannot articulate why he or she would enjoy them (or why they would not).	Student identifies one or more aspects he or she would enjoy that are representative of the pathway and can articulate why he or she would enjoy them (or why they would not).

Step 3: The following events occur simultaneously.

- Teacher reviews student product for the “Test Run!” Learning Expeditions.
- Students begin working on the Unit 2 Milestone Project.
- After reviewing the “Test Run!” products, teacher reviews student progress on the Unit 2 Milestone Project.

Evaluating the “Test Run!” Expedition

Review the student products created for the “Test Run!” Expedition using the following:

	Off Track	On Track
Poster included required elements	<p>Poster is missing one or more of the required elements including:</p> <ul style="list-style-type: none"> - Name of Career Cluster - One- to two-sentence description of the Career Cluster - Icon to represent the Career Cluster - All pathways - Sample career for each pathway - Names of all group members 	<p>Poster includes all of the required elements including:</p> <ul style="list-style-type: none"> - Name of Career Cluster - One- to two-sentence description of the Career Cluster - Icon to represent the Career Cluster - All pathways - Sample career for each pathway - Names of all group members
Career Cluster accurately defined by words and icon	Career Cluster description lacks clarity or misrepresents the Career Cluster chosen.	Career Cluster description and icon accurately represent the Career Cluster chosen.
Presentation articulated clearly	Presentation does not clearly articulate the information from the poster and group members do not explain why they chose to investigate the pathways they chose.	Group articulates information from poster clearly and each group member briefly explains why he or she originally chose to investigate the pathways.
Gallery notes complete	Gallery notes are incomplete.	Gallery notes are complete indicating student traveled to and looked at least one poster from each cluster represented.

Evaluating Unit 2 Milestone Project Progress

Review the outline and/or first draft the student is creating using the following criteria.

	Off Track	On Track
The student has created a coherent outline and/or first draft of the presentation.	<p>Student has made little or no progress in creating an outline or first draft of their presentation (less than 50% complete). The outline or first draft completed doesn't reflect progress in meeting more than one of the criteria established on the project description page:</p> <p>Criteria outlined...</p> <p>Describes...</p> <ul style="list-style-type: none"> • The Career Field that the cluster is in. • The Career Cluster in general • The Career Pathways available • Two-three essential Career Readiness Skills required by individuals in the cluster • Basic career profile information including: Education levels required, salary range for careers in the cluster, in-demand jobs now, etc. • At least one significant change in the way people do work in this cluster that has occurred in the last five years (e.g. a new technology, more women entering the field, jobs being outsourced overseas) • • At least one significant factor you think will change the kinds of jobs available in the cluster 10 years from now (e.g. a new technology, 	<p>Student has made significant progress in creating an outline or first draft of the presentation (at least 50% complete). The outline or first draft completed is coherent and shows progress in meeting several or all of the criteria established on the project description page:</p> <p>Criteria outlined...</p> <p>Describes...</p> <ul style="list-style-type: none"> • The Career Field that the cluster is in. • The Career Cluster in general • The Career Pathways available • Two-three essential Career Readiness Skills required by individuals in the cluster • Basic career profile information including: Education levels required, salary range for careers in the cluster, in-demand jobs now, etc. • At least one significant change in the way people do work in this cluster that has occurred in the last five years (e.g. a new technology, more women entering the field, jobs being outsourced overseas) • At least one significant factor you think will change the kinds of jobs available in the cluster 10 years from now (e.g. a new technology, demand from consumers, etc.) <p>Illustrates...</p> <ul style="list-style-type: none"> • At least three example careers per pathway in the cluster • Two examples of problems people in your cluster solve on a regular basis

	<p>demand from consumers, etc.)</p> <p>Illustrates...</p> <ul style="list-style-type: none"> • At least three example careers per pathway in the cluster • Two examples of problems people in your cluster solve on a regular basis 	
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NOTE: Remember to conduct the gallery of the posters during the “Test Run!” Expedition. Students Should use Activity Sheet 6---1.

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



Assess Milestone Project Progress – 10 minutes

Students assess progress toward completion of the Unit 2 Milestone Project.

Snapshot of the Event:

- Step 1:** Introduce the task – assess Unit 2 Milestone Project progress.
- Step 2:** Ask students to quantify their progress.
- Step 3:** Bring closure to the activity.

Materials Used:

- Unit 2 Activity Sheet, Page 3
- PowerPoint Slide #4

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

NOTE: The closing comments shown here should be provided at the conclusion of Session 7. At the conclusion of Session 6, remind students that they will have one more session to complete their work.

Step 1: Use a call back to review the unit’s Key Concept.



Taking time to assess tasks completed and tasks yet to be completed is an important part of any project. Currently, we are about half way through Unit 2. This is a good point to take a timeout and see where we are on our Unit 2 Milestone Projects. Remember this project is more detailed than the last and includes a presentation. If you haven’t already done so, pull out your Unit 2 Activity Sheet, page 3. Turn to the side with the rubric and take two minutes to read through the criteria for both the artifact and the verbal explanation. Place an “X” next to each item that you have already gathered and outlined in your draft, a circle around the items you have yet to gather or include, and a dot next

Teaching Tip:

The idea of assigning a project seems ideal for many teachers. You plan it once, explain it and give students several workdays and....

Oftentimes the end of the sentence sounds something like, “Students waste the time and I am left frustrated.” Keep in mind that middle school students and even some high school students are new to projects. Managing their own progress and time isn’t necessarily a skill they have developed. You can help to develop the skill by giving students the guidance and practice they need.

to any you are currently in the process of completing.

Allow students two minutes to complete this task.

Continue to provide clear expectations and give students plenty of practice assessing where they are, where they need to be and how they're going to get there.

Step 2: Ask students to quantify their progress.



I count 12 items in the criteria list. Not all of the items require the same amount of time or effort, so let's take a few moments to answer the following questions:

Writing the following statements on the board or show PowerPoint Slide #4.

1. Overall, what are the big pieces you have left to do on your project?
2. How much time do you estimate those pieces will take?
3. How would you rate your progress towards completion (i.e., ahead, on track, somewhat behind, need to get it in gear)?
4. What are the next two steps you need to take to work toward completion of your project? When will you take them?

Allow students time to answer questions. Encourage them to be honest with themselves and to take the appropriate actions to remain or get back on track.

Step 3: Bring closure to the activity.

Thank students and congratulate them on their progress over the past two sessions. Encourage students to work on the Unit 2 Milestone Project at home or offer time outside of class for assistance. If there is time, this is also a great time to discuss other resources for students or introduce guest speakers.

End of Class Announcements – 5 minutes

Students are reminded about homework and look to the next session.

Snapshot of the Event:

Step 1: Remind students that uncompleted Expeditions must be completed.

Step 2: Set context for the next session.

Materials Used:

- Unit 2 Activity Sheet, Pages 14-16

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

Step 1: Remind students that uncompleted Expeditions must be completed as homework.

Remind students that unfinished work from today will be due at the beginning of the next class period.

Step 2: Set context for the next session.



The next topic is called "Sorting Out My Career Options." In other words, now that you have a picture of the careers out there, what questions should you consider as you explore careers of interest?



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



OPTIONAL: Score Learning Expedition Work – After the Session

Use the Learning Expedition Map: Unit 2 for assessing student participation today.

Snapshot of the Event:

Step 1: Use Learning Expedition Map: Unit 2 to record student scores in your grade tracking system.

Step 2: Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign-off on Learning Expedition Map: Unit 2.

Materials Used:

- Learning Expedition Map: Unit 2

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

Step 1: Use Learning Expedition Map: Unit 2 to record student scores in your grade tracking system.

The Learning Expedition Map: Unit 2 is provided as a tool to help facilitate ease of tracking student progress. Rather than collecting each student's individual work, use the map as a way to track completion of the projects.

Step 2: Remember to collect unfinished Expedition work at the beginning of the next class period so that you may determine if the student has completed the assignment and provide your sign-off on Learning Expedition Map: Unit 2.