

Session 15 & 16 — Unit Introduction:

Making It My Choice!

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

OVERVIEW: In Unit 2, students explore career options as well as factors that influence the decisions they make about career interests. Students were assigned a Unit 2 Milestone Project at the beginning of the unit. The Unit 2 Milestone Project requested that students create a multimedia report outlining information about the nature of careers in a cluster of career interests. Students have been steadily making progress on the project to date. These two sessions allow for students to revise and refine their artifact and for the teacher to provide students with formative feedback prior to the final evaluation of the product.

Unit Concepts & Essential Questions Addressed in This Session

- What are my options in the world of careers?
 - A career is a set of roles I choose to play during my life that engages me in using personal talents and strengths to provide some service or goods that contribute to society.
 - Career exploration is not the same as job searching. Job searching is a short-term pursuit of a position that matches my financial and career goals. Career exploration is a long, progressive process of choosing education, training, and jobs that fit my 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 Career Clusters can be further divided into different pathways, further defining specific types of career opportunities within each cluster.
 - A Career Pathway is a group of careers, each with opportunities for advancement and/or additional skill development, which accomplish some specific purpose within the Career Cluster. Careers in a Career Pathway share several things in common. For example, they may share a common skill requirement and a common purpose.
 - My options within these 16 clusters are not dictated by my gender, ethnicity, religion, parents' jobs, the town I live in, or my family's history. Also, choosing to explore careers in one cluster does not exclude me from exploring careers in another cluster if I change my mind.
 - There are several ways to sort among the different careers within each of the 16 Career Clusters (i.e., educational requirements, interests, type of work environment, focus of the work, kinds of tools used, etc.).

- How are trends, issues, and innovations changing the world of careers?
 - There are trends and issues that are widening my opportunities for work.
 - Innovations in technology and information are changing the way work is conducted.
 - There are trends that are influencing how we work with each other.
 - The jobs available today will look different in 10 years
 - Regardless of how careers may change, there exists a set of skills and abilities required for success in any career – career-readiness skills. It is important that I begin building those skills as a foundation for my future career.



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

Session 15 Snapshot

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| 1. Suggested Bell Work Activity | Time Varies |
| 2. Set-Up Work Time and Feedback | 15 min. |
| 3. Provide Feedback & Coaching to Students | 35 min. |

Estimated Time to Complete

50 min.

Session 16 Snapshot

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| 1. Continue to Provide Feedback & Coaching to Students | 45 min. |
| 2. Closing Comments and Highlight Showcase Session | 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 PowerPoint slides for today's session.

Estimated Time to Complete

10 min.

Materials Used

- ✓ Unit 2: Sessions 15 & 16 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 3-5 (Used Previously)

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 Milestone Project Description.
- Step 2:** Direct students to reflect upon the steps they've completed on the Unit 2 Activity Sheet, page 3, sheet 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 2 Activity Sheet, Page 3

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

NOTE: *This event will be conducted at the beginning of Session 15 only. At the beginning of Session 16, students should continue working on their Unit 2 Milestone Projects.*

Step 1: Ask students to locate their Milestone Project Description: Unit 2 sheet.

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



Take a look at the seven steps outlined at the bottom of the description sheet. While I complete 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 Unit 2 Activity Sheet, page 3.

- ✓ Step 1: Revisit the decision-making steps outlined in Unit 1. Use the steps to identify a few careers that interest you.
- ✓ Step 2: Review the six career fields and the 16 Career Clusters using the resources provided in class or the resources you find online at www.careerclusters.org.
- ✓ Step 3: Choose a format for your presentation.
- ✓ Step 4: Begin to outline your presentation and information using the expectations listed above.
- ✓ Step 5: Try creating a first draft of your presentation (this will vary depending upon how you choose to present your statement).
- ✓ Step 6: Create a second and third draft of your presentation and test run it with others.
- ✓ Step 7: Create a final draft to present to the class during the Unit 2 Milestone Project showcase.

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

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

Step 4: Transition to the next learning event.



During this session and the next, we will take a closer look at your Unit 2 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?*



Set Up Work Time and Feedback — 15 minutes

Students will understand expectations for the work session and know how feedback will be delivered to 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 Unit 2 Activity Sheets, pages 4-5.
- Step 4:** Encourage students to complete an evaluation of their project and responses to the questions using the Unit 2 Activity Sheets, pages 4-5.
- Step 5:** Release students to work on their Unit 2 Milestone Projects and self-assessment.

Materials Used:

- Unit 2 Activity Sheets, Pages 4-5
- PowerPoint Slide #2

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

NOTE: *This event will only be conducted during Session 15. During Session 16, 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 16, 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 reestablish certain ground rules as students start working again.*

Step 1: Introduce expectations for the session.

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

Step 2: Explain how the feedback process will work.

Provide students with a copy of the Unit 2 Activity Sheets, pages 4-5. Explain that this is the criteria that will be used when their Unit 2 Milestone Project is assessed during the Unit 2 Milestone Project showcase. Let them know you will meet with them individually over the next two days 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 2.

Review the criteria on the rubric with the students. Explain that they will have two items assessed during the final showcase. First, the actual Unit 2 Milestone Project or multi-media presentation 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 concepts studied in Unit 2 and they will need to respond. You will evaluate their response to the questions based upon the second set of criteria outlined on the rubric.

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

- How does the Career Cluster described in your presentation fit your personal interests and talents?
- What is one activity you can complete this year to continue exploring careers in this Career Cluster?
- What is one choice you will need to make in high school in order to pursue a career in the Career Cluster?

Explain that they will be evaluated based upon being able to respond to these three 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 Unit 2 Activity Sheet, pages 4-5.



A great place to start the session is to complete an evaluation of what you have so far. Use the criteria on 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.

Step 5: Release students to work on their Unit 2 Milestone Projects and self-assessment.

Provide Feedback & Coaching to Students – 35 minutes

Students are engaged in receiving formative feedback and coaching on the Unit 2 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 2 Activity Sheet, pages 4-5.

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:

- PowerPoint Slide #2
- Unit 2 Activity Sheets, Pages 3-5

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

NOTE: *This event will consume the majority of the time during Session 16. As soon as students arrive, they should begin working on their Unit 2 Milestone Project. 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 2 Activity Sheet, pages 4-5.

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 multi-media presentation with them.
- Provide feedback to them using the criteria on the rubric.
- Ask students the questions they will be asked during the showcase.
- Provide feedback and coaching to them on their responses using the rubric.
- Highlight at least one relevant 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 2 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?*



Teacher-Led Discussion: Call Back Review & Next Steps! – 5 minutes

Bring closure to the Unit 2 Milestone Project construction sessions and set up the Unit 2 Milestone showcase.

Snapshot of the Event:

Step 1: Provide closing comments about the Unit 2 Milestone Project construction sessions.

Step 2: Set context for the Unit 2 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 16. At the conclusion of Session 15, remind students that they will have one more session to work on their projects.*

Step 1: Provide closing comments about the Unit 2 Milestone Project construction sessions.



Thank you for two productive sessions! I am proud of the effort you've put into your Unit 2 Milestone Project, and you should be too; this is quite an accomplishment. You will be able to revisit this presentation and use it as a guide as you begin to develop your career-readiness plan in Unit 3. Most importantly, as you have completed this presentation you have outlined a process for evaluating your career options now and in the future.

Step 2: Set context for the Unit 2 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 2 Milestone Project

in hand. They should also be prepared to answer the questions outlined for the verbal explanation section of the project.



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 a multi-media presentation with you to the showcase session. Be ready to share your presentation with your classmates. Be prepared to stand up and proudly show us what you've created. During that time, I'll ask you the questions we've been studying. You respond with your best thinking as always!

Answer any questions students may have about the Unit 2 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.

Completed a self-assessment of the project using the rubric.	5
Exerted adequate effort in revising and refining the Unit 2 Milestone Project.	5
Total	10