

Session 17 & 18 – Unit Introduction:

Making It My Choice!

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

OVERVIEW: Students were assigned the Unit 2 Milestone Project at the beginning of this unit. They have steadily been making progress on the project to date. Sessions 17 & 18 are 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

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 because of current
- 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 17 Snapshot

1. Suggested Bell Work Activity
2. Unit 2 Project Showcase

Time Varies
50 min.

Estimated Time to Complete

50 min.

Session 18 Snapshot

1. Continue the Unit 2 Milestone Project Showcase
2. Closing Comments and Highlight Showcase Session

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 the PowerPoint slides for today's session.

Estimated Time to Complete

10 min.

Materials Used

- ✓ Unit 2: Sessions 17 & 18 PowerPoint Slides
- ✓ Notebook
- ✓ Unit 2 Activity Sheets, Pages 4-5 (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 write about one of the two Unit 2 Essential Questions.

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

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

Materials Used:

- Notebook
- Chalkboard/Whiteboard

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

NOTE: *This event will be conducted at the beginning of Session 17 only. Two sessions are provided for the Unit 2 Milestone Project showcase presentations but depending on the number of students and the length of presentations, you may not need all the time both sessions provide.*

Step 1: Ask students to write about one of the two Unit 2 Essential Questions

Write the following on the board.

Unit 2: Essential Questions

- What are my options in the world of careers?
- How are trends, issues and innovations changing the world of careers?



Only a few 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, choose one of these questions and jot down a few bullet points or statements you recall from this unit. I'll bet you'll be surprised by how much you know.

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

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

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



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

Elicit responses.

Keep your notebook 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 – 40-45 minutes

Students present their work and respond to key questions while the teacher evaluates the Unit 2 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 person as they finish the task.

Step 4: Conduct the showcase.

Materials Used:

- Milestone Rubric: Unit 2

How to implement the assessment...

NOTE: If you require a second day for the project showcase, you will want to reset context at the beginning of the second day.

Step 1: Set context for the showcase.



Today is about celebrating your learning and accomplishment during this unit. We are a community of learners! Similar to 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 stand at the front of the room to present their Unit 2 Milestone Projects.

Remind students that you will ask the following three questions after they present their product. Show PowerPoint Slide #3.

- 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 the Career Cluster?
- What is one choice you will need to make in high school in order to pursue a career in this Career Cluster?

Step 3: Establish a routine for celebrating each person 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 will be the first to share their creative genius?

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 three questions listed above. Also, complete the evaluation rubric with feedback and relevant comments.

Ensure that 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 2 – 10 minutes

Students synthesize the Essential Questions from Unit 2.

Snapshot of the Event:

Step 1: Revisit the two Essential Questions of Unit 2.

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

Step 3: Bring closure to the unit.

Materials Used:

- None

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

NOTE: If you require two sessions to complete the showcase, then wait until the end of Session 18 to conduct this event.

Step 1: Revisit the two Essential Questions of Unit 2.

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 what you've learned in this unit. Let's revisit those two Essential Questions and see if we can answer each one.

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

Move sequentially through both Essential Questions. With each question, ask the students to recall as many concepts, principles, 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:

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- 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?

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- 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 because of current
- 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.

Step 3: Bring closure to the unit.



This has been an excellent step on your journey through this course. You are most certainly ready to make your future your own; your effort and thoughtfulness is appreciated. During our next unit, we will take your career interests and start to map out a plan that will help you achieve your career dreams.

NOTE:

If you plan to conduct the optional End-of-Unit 2 Exam, you should do so as the next session in the sequence. Alert students accordingly so that they may come to the next session prepared for the End-of-Unit 2 Exam.