

Session 19 – Optional:

End of Unit 2 Exam

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

OVERVIEW: Following the students' Unit 2 Milestone Project showcase, this optional End-of-Unit 2 Exam may be administered in order to provide additional feedback and assess student understanding of Key Concepts. If electing to use the End-of-Unit 2 Exam, this session will serve as the conclusion to Unit 2.

Unit Concepts & Essential Questions Addressed in This Session by the End-of-Unit 2 Exam

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 19 Snapshot

1. Suggested Bell Work Activity
2. End-of-Unit 2 Exam
3. Conclusion and Celebration

Time Varies
40 min.
10 min.
50 min.

Estimated Time to Complete

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Prepare the Celebration Corner (see Room Set Up below).

Estimated Time to Complete

20 min.

Materials Used

- ✓ Unit 2 Activity Sheets, Pages 37-39 (One Per Student)
- ✓ Unit 2 Activity Sheets, Pages 40-43 (One Per Teacher)

Room Set Up

- ✓ *Celebration Corner Set Up: An area of the room may be set up as a Celebration Corner with sparkling cider, food, treats, and a note of encouragement from the teacher to celebrate the hard work of the students in the class.*

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: Students review for the End-of- Unit 2 Exam by highlighting and revisiting their Unit 2 notes.

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

Materials Used:

- Notebook

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

Step 1: Students review for the End-of-Unit 2 Exam by highlighting and revisiting their Unit 2 notes.



Congratulations on your successful completion of your multi-media presentations. As a final conclusion to this unit, we will be completing an End- of-Unit 2 Exam today.

Take the next few minutes to review information in your notebooks, including the Essential Questions and your activity sheets from Unit 2. Highlight key information and commit it to memory, so that it is easily accessible when we begin our exam shortly.

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.

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



End-of-Unit 2 Exam – 40 minutes

Students complete the End-of-Unit 2 Exam.

Snapshot of the Event:

Step 1: Students complete the End-of-unit 2 exam.

Materials Used:

- Unit 2 Activity Sheets, Pages 37-43

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

Step 1: Students complete the End-of-Unit 2 Exam.

Answer any final questions and pass out the End-of-Unit 2 Exam. If time allows, the End-of-Unit 2 Exam may be corrected in class as a final method of review, or it may be corrected after class.

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



Conclusion and Celebration – 10 minutes

Students celebrate the conclusion of Unit 2 and look ahead to the next topic.

Snapshot of the Event:

Step 1: Students celebrate learning.

Materials Used:

- Celebration

Step 2: Students look ahead to Unit 3.

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

Step 1: Students celebrate learning.

Celebrating learning is crucial in the classroom. Working within the guidelines of your school and district, plan a celebration which may include food, drinks and a special note from the teacher or written word of encouragement from an accountability partner.



Congratulations, your hard work and effort have paid off! You're well on your way to developing a career path. More importantly, you are well on your way to success. I once heard a quote: "Go as far as you can go and there, you will see even further." Your task at the beginning of this unit may have felt difficult, even impossible. Now that you are here, you can see even further into your future. When I look at your future I see a bright one!

Step 2: Students look ahead to Unit 3.



As you leave the room today, carry your hard work with you. In the next unit, you will learn how to take your interests and prepare an action plan to pursue them during high school and beyond.

Bring class together for a group cheer or handshake commitment to growth.

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



OPTIONAL: Scoring the End-of-Unit 2 Exam – After the Session

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

Snapshot of the Event:

Step 1: Collect completed Unit 2 Activity Sheets, pages 37-39.

Step 2: Score student work using the Unit 2 Activity Sheets, pages 40-43.

Materials Used:

- Unit 2 Activity Sheets, Pages 37-43

How to implement the assessment...

Step 1: Collect completed Exams.

Step 2: Score student work using the End-of-Unit 2 Exam Key.