

Session 3 — Self-Directed Learning:

Topic 2-1: My Career Options: 16 Career Clusters

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

OVERVIEW: During the previous two sessions, students were introduced to six career fields and previewed the 16 Career Clusters to guide them in answering the Essential Question—What are my options in the world of careers? This session provides students with variety of self-directed opportunities to further explore the world of careers using the Career Clusters model.

Unit Concepts & Essential Questions Addressed in This Session

- What are my options in the world of careers?
- A career is a set of roles a person chooses to play during his or her life that engages them 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.

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



Session 3 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: Reminders for Success	5 min.
3. Facilitating Learning Expeditions and Providing Feedback	40 min.
4. Heads or Tails Activity	3 min.
5. End-of-Class Announcements	2 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).	
Estimated Time to Complete	30 min.

Materials Used

- ✓ Blank Note Cards and Paper
- ✓ Unit 2: Session 3 PowerPoint Slides
- ✓ Unit 2 Activity Sheets, Pages 3 and 8-10
- ✓ Learning Expedition Map: Unit 2 (One Per Teacher)

Room Set Up

- ✓ Set up the room with a Learning Station with blank note cards and paper.
- ✓ 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:** 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 8-10

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 8-10
- “Get Started!” Learning Expedition completed as homework

Look at the Unit 2 Activity Sheet, page 10, and answer the following:

- Which “Show-Me!” Expeditions will I complete today?
- What is one thing I can do to make progress on my Unit 2 Milestone Project today?

Step 2: Guide students in getting started.

Today, we’ll dig deeper into the world of careers. By the end of class, you’ll have a much better understanding of the Career Clusters you looked at during your homework and each of you will take a survey to help guide you in considering the clusters that interest you.

When you hear me say, “Start!” locate the three items shown at the front.

Work quickly to find those items so that you have plenty of time to review the Unit 2 Activity Sheet, page 10, and answer the two questions shown. In the end, you will have two achievable goals for the day.

Start!

Step 3: Transition to the next learning event.

While students locate resources and answer the questions posed, you may complete regular tasks such as taking roll, lunch count, etc.

Step 4: Transition to the next learning event.

Teacher-Led Discussion: Reminders for Success – 5 mins

Prepare students for the self-directed learning activities with a short pep talk and instructions.

Snapshot of the Event:

Step 1: Review the goals for the day and the Learning Expedition resources available.

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

Step 3: Summarize goals and release students to complete the activities.

Materials Used:

- Chalkboard/Whiteboard OR
- PowerPoint Slide #3
- Unit 2 Activity Sheets, Pages 8-10

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

Step 1: Review the goals for the day and the Learning Expedition resources available.

Write the following list of goals on the board or show PowerPoint Slide #3.



By the end of today I will...

- Complete a “Show Me!” Expedition
- Complete a “Test Run!” Expedition
- Make progress on my Unit 2 Milestone Project

Place a star by the “Show Me!” activity you would like to complete. It’s okay if you change your mind later.

Allow students a minute to mark their choice on the Unit 2 Activity Sheet, page 10.

Point out the learning stations prepared for the students. Remind students of any ground rules for use of the materials and/or classroom resources.



What questions do you have about any of the Expeditions?

Answer questions students may have about the activities.



After you complete an Expedition, I will review the product you created. Be ready to share your thoughts about the eight Career Clusters you choose. Together we will determine if you are on track!

Step 2: 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, they should know which format they will use to represent what they know for Unit 2 in the Milestone Project. For today, have students consider a small goal to accomplish on the Unit 2 Milestone Project.



As you complete 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 for this unit.

Share examples of what students might accomplish today.



Today you'll probably have about 10 minutes to contribute to your Unit 2 Milestone Project. You should be making a decision today about the format of your project and outline a brief description for it. If you've already made this decision, check with your Milestone Project Description: Unit 2 sheet to outline your next steps.

Have students capture their goal in the space provided on the Unit 2 Activity Sheet, page 10.



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

Review the list of goals shown at the front.



By the end of today I will...

- *Complete a "Show Me!" Expedition*
- *Complete a "Test Run!" Expedition*
- *Make progress on my Unit 2 Milestone Project*

You've proven that you can focus your thinking to complete the tasks at hand. I'm looking forward to seeing your "Show Me!" Expedition, the results of your "Test Run!" Expedition and hearing what you're thinking in terms of your Unit 2 Milestone Projects.

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



Facilitating Learning Expeditions & Providing Feedback — 40 minutes

Students complete the self-directed Learning Expeditions planned for today while the teacher provides feedback and guidance.

Snapshot of the Event:

Step 1: The following events occur simultaneously:

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

Step 2: The following events occur simultaneously:

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

Step 3: The following events occur simultaneously:

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

Materials Used:

- Unit 2 Activity Sheet, Pages 8-10
- Learning Expedition Map: Unit 2
- Learning Station

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

Step 1: The following events occur simultaneously:

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

Providing Students with Feedback as they Complete the Expeditions

As students work on the Learning Expeditions, you will want to move around the room and encourage them to stay on track. Evaluate their work and determine if they are “on track” or “off track.” 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, provide coaching and prompts to get them “on track.”

Here are criteria to use:

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 activate prior knowledge on the level of independence they assume in making decisions.
- There is no right or wrong answer to this Expedition.
- Make positive and encouraging comments about roles and talents they identify as being part of their future.
- If they 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 a “Test Run!” Learning Expedition.

Coaching the “Show Me!” Expedition

Review student products for the following:

The Student...	Off Track	On Track
Identifies careers within each Career Cluster.	Product identifies careers without reasonable connection to Career Cluster in three or more of eight identified clusters.	Product identifies careers with reasonable connection to Career Cluster in most examples provided.
Identifies the types of items, people or places involved in a career cluster.	Product identifies limited awareness of the different items, people, or places involved in less than six of the eight chosen Career Clusters.	Product identifies basic awareness of the different items, people, and places involved in the eight Career Clusters selected.

Step 3: The following events occur simultaneously:

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

Evaluating the “Test Run!” Expedition

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

	Off Track	On Track
Completed Survey	Student does not completely finish the survey or completes it carelessly without representing him or herself to the best of their ability.	Student thoughtfully completes the survey representing him or herself to their best of their ability.
Answers the question: “Do you think the results are accurate for you? Why or Why not?”	Answer to the second follow-up question is vague and does not articulate why his or her interests do or do not seem to fit into the Career Clusters identified by the survey.	Answers to the follow-up questions indicate that the student has assessed whether or not their interests seem to fit into the Career Clusters identified by the survey.

Evaluating Unit 2 Milestone Project Progress

Review the goal the student set and the progress they have made on the Unit 2 Milestone Project using these criteria:

The student...	Off Track	On Track
Has a clear goal for making progress on the Unit 2 Milestone Project.	Student does not have a goal or poorly articulates a reasonable goal for making progress on the Unit 2 Milestone Project today.	Student has a clear and reasonable goal for making small, but significant, progress on the Unit 2 Milestone Project during the class period.
Demonstrates observable progress on the Unit 2 Milestone Project.	Student has not started to make any progress on the Unit 2 Milestone Project. Student may be stalling or procrastinating with off-task behavior.	Student has clearly started on the project and has observable results

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



Heads or Tails Activity – 3 minutes

Students toss an object to share control of the floor as they review the big ideas.

Snapshot of the Event:

Step 1: Prime students' thinking.

Step 2: Explain the "Heads or Tails" activity.

Step 3: Complete the review activity.

Materials Used:

- PowerPoint Slide #4.

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

Step 1: Prime students' thinking.



Think about the Career Clusters model we've viewed over the past few sessions.

Allow a moment of silence for students to ponder the request.

Step 2: Explain the "Heads or Tails" activity.



What two choices do you have when calling a coin toss? Exactly. Now, share with the person next to you which side you would choose if asked right now. Thank you. Based upon your response, think about and answer the following question silently.

Show PowerPoint Slide #4.

- Heads: Of all the clusters, which two could you most easily describe to others?
- Tails: Which clusters have you never considered?

Step 3: Complete the review activity.

Allow students to share with neighbors. Ask for volunteers to share answers with the class.

End of Class Announcements – 2 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 as homework.

Step2: Remind students about the due date for the Unit 2 Milestone Project.

Step3: Set context for the next session

Materials Used:

- None

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

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

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

Step 2: Remind students about the due date for the Unit 2 Milestone Project.

Remind students of the Unit 2 Milestone Project due date. Congratulate students on getting started with the project in class today. Note any initial feedback, appropriate for the whole class, on the project based upon your observations during the day.

Step 3: Set context for the next session.



During our next session, we'll dig a little deeper into the specific types of careers available in each cluster.

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



OPTIONAL: Scoring 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 the 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 it and provide your sign-off on the Learning Expedition Map: Unit 2.

Materials Used:

- Learning Expedition Map: Unit 2.

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

Step 1: Use the 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, just 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 it and provide your sign-off on the Learning Expedition Map: Unit 2.



Student Progress on Unit 2 Learning Expedition

Instructions: Use this table to track all students' progress on the Learning Expeditions completed throughout Unit 2. When a student meets the “on track” criteria for the Learning Expedition, as outlined in the session plan, place a mark in the appropriate cell on this table to indicate completion. You may wish to use a point value such as 5 points per project completed.

	Student Names																											
Unit 2 Learning Expeditions																												
Topic 2-1 – My Career Options																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 2 Milestone Progress																												
Topic 2-2 – Career Path Development																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 2 Milestone Progress																												
Topic 2-3 Sorting Out My Career Options																												
Get Started!																												
Show Me!																												
Test Run!																												
Unit 2 Milestone Progress																												

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Topic 2-4 – Trends, Issues and Innovations																											
Get Started!																											
Show Me!																											
Test Run!																											
Unit 2 Milestone Progress																											