Updated by JAG National November 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:**  The Day in the Life of\_\_\_\_\_\_\_\_\_\_\_  (My Dream Job Story Book) | | **Duration (days):** 6 weeks | | | **Written For:**  XPeriod Schedule ☐Trimester  ☐Block Schedule ☐Semester |
| **Subject/Course:** JMG Middle School | **Teacher(s):** Julie Walters | | **State:** Maine | | **Grade Level(s):**  X7/8 ☐Alternative Ed. ☐9/10 ☐Out of School ☐11/12 ☐Any |
| **Other Subject Areas to be Included:** Art, ELA, and Multimedia | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | After students research and explore career paths they are interested in, they will then choose a top career choice to do their final project on. For this, students will create a children’s book based off a day in the life of their career choice. Students will use the information they gained about basic skills and job requirements to write, draw, and/or create a children's book to be shared with younger children. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What would it be like to have my dream job?   * What are the skills/education you need for this career? * What are the day to day logistics of the career? * Describe and illustrate a typical day. | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | After students have explored their careers, and before the project is introduced, I will have students explore different children’s books based on career paths. We will either take a trip to the library with the students or check out different level books from the library and read as a class. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | Team: Students will share their product with their peers and get feedback. Students then will take their final product and work in small groups with younger children to share their books. | | | **Presentation Audience**  ☐Class  X School  ☐Community  ☐Experts  ☐Web  ☐Other: Click here to enter text. | |
| Individual: Students will make a children’s book on the information they have gained about their careers, they will make, show, and then read them to younger students. Based on what type of media they choose to use a variety of task will be put in motion. | | |

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| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will students be able to demonstrate by the end of the project?**  J102 - Participate in assessments and utilize results  J103 - Articulate personal values  J106- Identify and understand personal interests, aptitudes, and abilities  K108- Identify and demonstrate key communication skills  P127 - Demonstrate effective leadership skills  Q128- Develop a career or educational plan which reflects personal goals, interest, and skills  Q129 - Describe the future, including personal and career potential  Q131- Apply concepts related to living on your own in the “real world”  T138- Explain the difference between a job and a career  T139 Demonstrate an understanding of skills and abilities necessary for success in a job  T140- Identify skills necessary for career choice | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | X Checklists | ☐Notes | X Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐Journal/Learning Log | X Practice Presentations | X Rough Drafts |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | X Oral Presentation w/Rubric | X Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | X Self-Evaluation |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | X Journal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| X Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  X Leadership  ☐Community Service  X Career Prep  ☐Civic Awareness  ☐Social Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: **Students will contact with younger grade teachers to make a plan to meet with students to read their stories to them.**  Community Service: Click here to enter text.  Career Prep: **Officers will make career clusters for their own class, so younger students have a variety of career options to hear from.**  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: **Officers will work with members of their class to create groups to work with younger students.**  Community Service: Click here to enter text.  Career Prep: **Students will teach younger students about basic skills needed for specific careers.**  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  It really depends on student careers interest. Could be any or all of these! For extra credit - Students can choose to contact a local business leader in their field.  \* Guest speaker - Children’s book author or illustrator. - Can come in and talk about their career path, and also talk about the importance of making a book, writing, editing, publishing, the whole process. | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology &Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☐Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | ☐Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  X Meet and Greet  X Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  X Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  X Service Learning  X Company Tour  X Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  X Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **Scaffolding**  *\*this is a high-level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  **(What do you need to do to prepare for the project to begin?)**  That students did their research and have all their information to create their storybook. (Prior to the project students will have a 3-week career exploration unit, learning difference between job vs a career, and exploring different careers, based off interest surveys, as well as their ideal dream job. - Students will then do research on their top three career choices, before narrowing it down to one.)  **Launching the Project:**  **(How will you SPARK their attention?)**  Day one students will use the following journal prompt.   * When you were younger what did you want to be when you grew up? Why? Did it   change? Why?   * And If you could have any job/career you wanted, what would it be? Why?     Students then will share journals out loud with class as well as specialist sharing other teachers in the school’s responses.  Project Navigation:  **(What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)**  Essential Questions(s): What are the factors to consider when choosing a future career?  Primary: Students will be able to identify two factors that they have used in selecting a  career that they are interested in.  Secondary: Students will be able to identify two additional factors to consider when selecting  a career that suits them. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | Adjustments may be made based on 504 or IEP accommodations | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students have a rubric to follow. There is opportunity for students to check their progress with specialist as well, especially in the storyboard stage. Then finally ending with several rounds of peer review. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  X School Staff  X Business Professionals/Employers  X Community Leaders/Organizations  X Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Will be working with other teachers and their classes to share our books  Students can gain extra credit by contacting with local business leaders  Will contact local leaders from community such as library  Technology teacher will work with us on different media/ as well as working on computers to create books. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** **The Day in the Life of\_\_\_\_\_\_\_\_\_\_\_ (My Dream Job Story Book)** | | |
| **Driving Question:** What is your dream job?   * What are the skills you need for this career? * What are the day to day logistics of the career? * Describe and show a typical day of an employee in this career. | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| X Formative  ☐Final Product | Day 1: Students will complete the [journal prompt activity:](https://docs.google.com/document/d/1voaohp9buFi-cbSViiZWoibFstKXnKpbu3ulhFhLEEA/edit?usp=sharing)  -When you were younger what did you want to be when you grew up? Why? Did it  change? Why? - And If you could have any job/career you wanted, what would it be? Why?  Students then will share journals out loud with class as well as specialist sharing other teachers in the schools responses. Then talked about factors that people consider when choosing a career that is right for them. | Students will be able to identify and communicate what they wanted to be when they grew up when they were younger, and why.  Students will be able to communicate their dream job now.  Students will be able to listen in group setting  Students will be able to understand why people choose the careers that are right for them. |
| X Team  X Individual |
| X Formative  ☐Final Product | Day 2: [Career vs Job](https://docs.google.com/document/d/1kNHcMOm7GXvWtEr1iJRv8aJjP-MfK3AfEkzWYfSKr2Q/edit?usp=sharing)  What is the difference between a job and a career?  What are some common jobs and careers?  Identify the difference between job and career, and show slide show based off of common jobs/ careers. | Students will learn the definitions of the terms job and career.  Students will learn the requirements for a job and a career.  Students will learn the differences between a job and a career. |
| X Team  X Individual |
| X Formative  ☐Final Product | Day 3: [Everyday Things](https://docs.google.com/document/d/1uupUDNFp55A4faSuOCv1T6zMCnfExYoQKkRkpA-o3HU/edit?usp=sharing)  What careers/jobs are needed to manufacture and sell an everyday product?  Introduce the lesson by displaying their image and pointing out the endless careers/jobs that can be connected to that image. Make sure to emphasize the obvious connections or direct connections and the indirect connections.  Students will break into small groups and brainstorm all the careers that are directly or indirectly connected to each object. | Students will understand that every item has a series of careers/jobs connected to it.  Students will be able to demonstrate understanding by identifying direct and indirect careers/jobs connected to everyday items.  Students will understand that there are certain careers that will always be necessary and would be valuable career paths to consider. |
| X Team  X Individual |
| X Formative  ☐Final Product | Day 4: [Characteristics of adult life](https://docs.google.com/document/d/1S9JejtTAiXWRCUSg_tcjY6JhahHMX1N3j8BQwvHgblI/edit?usp=sharing)  Students will brainstorm characteristics that they want to be part of their adult work life, such as working outside, working with computers, high paying career.  Talk about values and cohesion between personal and professional values. | Students will identify personal values they have for their adult life  Students will identify possible career choices and career paths. |
| XTeam  X Individual |
| X Formative  ☐Final Product | Day 5: [Considering Careers and You](https://drive.google.com/drive/folders/1Pv30ZCztWcVtoSM_sEKBzpWse3R0osQF?usp=sharing)  [Journal Prompt:](https://docs.google.com/document/d/19IL6oVDSUBcnoVQ9TRPo1kl_-IBPaWuUnmaRbxZ3zHU/edit?usp=sharing)  What kind of lifestyle do you wish to live in your adulthood? Consider where you want to live, how do you want to live, transportation, hobbies, family, etc.  Review with students what living in poverty means and give them the annual income that  the USDA uses to define poverty. Show them the MIT Living Wage Calculator and demonstrate how to use it. Explain that this tool shows them the minimum income they would need to live a very basic lifestyle in the area (state, county, town/city) they wish to live. | Students will describe the lifestyle they wish to live  Students will weigh all aspects of the careers they researched to determine which career best suits their desired lifestyle, interests, skills, and abilities. |
| X Team  X Individual |
| X Formative  ☐Final Product | Day 6/ 7 : [Career Interest Survey](https://docs.google.com/document/d/1atk61AkMKNWAYk-0oemcipBGF5C92IvF_jJEe25_Rek/edit?usp=sharing)  What are your personal interests?  What type of careers interest you?  Students will complete the Career Interest Worksheet and rank their career interests one through six. Have each student share their top results with the class.  Students will go online to Careership Match My Career Interests webpage and have them place a check in the box next to the interest area they scored the highest in. Students will explore the lists of careers that have been generated for them.  Have students select one job from the list that interests them and have them read  the Description and the Education, Training, Experience to the class. | Students will learn the benefits of a career interest survey.  Students will determine what careers are most suited to their personal interests.  Students will gain an understanding of the wide variety of careers that are available to them that match their interests. |
| ☐Team  X Individual |
| XFormative  ☐Final Product | Day 8/9: Self- Assessment Online  Students will complete the interest profile on mynextmove.org/explore/ip.  Students then will print the results and explore website for careers based off of job zones with amount of training and education needed for the careers.  Students then will fill out a [form](https://docs.google.com/document/d/1hUc7SZEIjTGehcOigxcHhh25C-IWXy6mevI0miAGtUA/edit?usp=sharing) on their top 5 choices from the two different websites based of their interest.  Students will list up to 3 careers they were interested in before. Then students will create a top 3, of their overall top three career choices to explore more. | Students will learn the benefits of a career interest survey.  Students will determine what careers are most suited to their personal interests.  Students will gain an understanding of the wide variety of careers that are available to them that match their interests. |
| ☐Team  X Individual |
| XFormative  ☐Final Product | Day 10-14: Research  Students will choose their top three careers, and explore one at a time, and fill out this [form.](https://docs.google.com/document/d/1fMqS0eqsU7sU8W2Y4xobeUjguhpkgw48hPYuNZvuThY/edit?usp=sharing) They will fill out questions about their career choice by using the mynextmove.org website as well as onetonline.org  After researching the students will then narrow down to their top choice and fill out this [form](https://docs.google.com/document/d/15QGv0xm9wPsDywZKvN9TF8gwlMjVsBT2weVp2bMaRQo/edit?usp=sharing). | Students will learn specific details about their career choice  Students will be able to identify key skills they need for this career  Students will be able to identify education requirements for their careers and find college/ programs that offer these programs  Students will be able to identify employment opportunities in their area. |
| ☐Team  X Individual |
| XFormative  ☐Final Product | Day 15: Project Entry Event  Students will go down to the library and explore different children’s books based of their career.  Then will explain to students the expectations and [share rubric / checklist](https://docs.google.com/document/d/1BlbiPb6nXZdGUz6xR-rtBWBVR__i0HVkXT8V8h8hyTY/edit?usp=sharing) and example of a past students books. Answer any questions they have | Students will be able to explore different children's books and identify essential parts of a book  Students will be able to understand what they will be doing for their final project and to ask any clarifying questions  Students will be able to have an example of books to reference |
| XTeam  X Individual |
| ☐Formative  XFinal Product | Day 16-17 Rough Draft  Students will create a rough draft of their ideas of what they would like to put in their children’s book, by following their rubric. Students will have a storyboard for each page. (attached). | Students will be able to identify key skills/ traits needed in a day-to-day life of their career choice  Students will be able to have a choice of how they want to create their book |
| ☐Team  X Individual |
| ☐Formative  X Final Product | Day 18-23 Final Project work  Students will create their final products of their children’s books, with whatever media of their choice.  Students will also do peer reviews/ edits | Students will be able to identify key skills/ traits needed in a day-to-day life of their career choice  Students will be able to use communication skills, ability to take critique, and ability to give constructive criticism  Students will be able to make revisions based upon feedback from peers |
| ☐Team  X Individual |
| ☐Formative  X Final Product | Day 24: Present Project  Students will be working with elementary students to share their children’s books and teach students about their top career choice. | Students will be able to identify key skills/ traits needed in a day-to-day life of their career choice  Students will be able to communicate to others and teach them about their career choice |
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| **P R O J E C T W E E K O N E** | | | | |
| **Day 1**  Introducing Career Exploration Unit: [(Lesson attached)](https://docs.google.com/document/d/1voaohp9buFi-cbSViiZWoibFstKXnKpbu3ulhFhLEEA/edit?usp=sharing) | **Day 2:**  Career vs Job [(Lesson attached)](https://docs.google.com/document/d/1kNHcMOm7GXvWtEr1iJRv8aJjP-MfK3AfEkzWYfSKr2Q/edit?usp=sharing) | **Academic Remediation Day** | **Day 3:**  Everyday Things ([Lesson attached)](https://docs.google.com/document/d/1uupUDNFp55A4faSuOCv1T6zMCnfExYoQKkRkpA-o3HU/edit?usp=sharing) | **Day 4:**  Characteristics of adult life [(Lesson attached)](https://docs.google.com/document/d/1S9JejtTAiXWRCUSg_tcjY6JhahHMX1N3j8BQwvHgblI/edit?usp=sharing) |
| **P R O J E C T W E E K T W O** | | | | |
| **Day 5:**  Considering Careers and You [(Lesson attached)](https://docs.google.com/document/d/1JR8djAfKW5cRMUuZN2J4quHZuw_0eyaYL9PyLko73Y8/edit?usp=sharing)  [(Lesson two attached)](https://docs.google.com/document/d/19IL6oVDSUBcnoVQ9TRPo1kl_-IBPaWuUnmaRbxZ3zHU/edit?usp=sharing) | **Day 6:**  [Career Interest Survey](https://docs.google.com/document/d/1atk61AkMKNWAYk-0oemcipBGF5C92IvF_jJEe25_Rek/edit?usp=sharing) | **Academic Remediation Day** | **Day 7:**  [Career Interest Survey](https://docs.google.com/document/d/1atk61AkMKNWAYk-0oemcipBGF5C92IvF_jJEe25_Rek/edit?usp=sharing) | **Day 8:**  Self- Assessment Online |

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| **Day 9:**  Self- Assessment Online | **Day 10:**  [Research Project](https://docs.google.com/document/d/1fMqS0eqsU7sU8W2Y4xobeUjguhpkgw48hPYuNZvuThY/edit?usp=sharing) | **Academic Remediation Day** | **Day 11:**  [Research Project](https://docs.google.com/document/d/1fMqS0eqsU7sU8W2Y4xobeUjguhpkgw48hPYuNZvuThY/edit?usp=sharing) | **Day 12:**  [Research Project](https://docs.google.com/document/d/1fMqS0eqsU7sU8W2Y4xobeUjguhpkgw48hPYuNZvuThY/edit?usp=sharing) |
| **P R O J E C T W E E K F O U R** | | | | |
| **Day 13:**  [Research Project](https://docs.google.com/document/d/1fMqS0eqsU7sU8W2Y4xobeUjguhpkgw48hPYuNZvuThY/edit?usp=sharing)  [Top Choice:](https://docs.google.com/document/d/15QGv0xm9wPsDywZKvN9TF8gwlMjVsBT2weVp2bMaRQo/edit?usp=sharing) | **Day 14:**  [Research Project](https://docs.google.com/document/d/15QGv0xm9wPsDywZKvN9TF8gwlMjVsBT2weVp2bMaRQo/edit?usp=sharing) | **Academic Remediation Day** | **Day 15:**  Take trip to Library show students children’s books.  Introduce project / show [rubric and checklist](https://docs.google.com/document/d/1BlbiPb6nXZdGUz6xR-rtBWBVR__i0HVkXT8V8h8hyTY/edit?usp=sharing) / answer questions | **Day 16:**  Rough Draft of Project  Storyboard (found one online) |

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| **P R O J E C T W E E K F I V E** | | | | |
| **Day 17:**  Rough Draft of Project  Storyboard (found one online) | **Day 18:**  Start Final Draft! | **Academic Remediation Day**  (Work on project if they have no other work for other classes!) | **Day 19:**  Work on final project | **Day 20:**  Work on final project |
| **P R O J E C T W E E K S I X** | | | | |
| **Day 21:**  Work on final project | **Day 22:**  Work on final project  Peer review / edits | **Academic Remediation Day**  (Work on project if they have no other work for other classes!) | **Day 23:**  Peer review / edits  Final touches | **Day 24:**  Share/ present story to elementary students |

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| **A D D I T I O N A L I N F O R M A T I O N** |
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