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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Redirection before Misdirection  “Utilizing the 3 P’s & 3 E’s of JAG to sail towards success” | | **Duration (days):** 4 weeks/18 class days | | | **Written For:**  X☐Period Schedule ☐Trimester  ☐Block Schedule ☐Semester |
| **Subject/Course:** College and Career readiness | **Teacher(s):** Whitney Mathews | | **State: Indiana** | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☐9/10 ☐Out of School  X ☐11/12 ☐Any |
| **Other Subject Areas to be Included:** (Col-Ent Prep), Information Technology Support, Exploring College and Postsecondary Options, Making Decisions, Making a Plan, and English/Language Arts | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | **This PBL is to be used EARLY in the program year.** Students will work over the next three weeks learning how to direct or redirect before they misdirect, establishing which post high school path will lead them to a successful future. Students will work on learning grad pathways guide, assessing their career options based on values and goals, create a graduation plan for themselves using a solid format to help them establish this appropriate path, and prepare for a future post high school in one of the 3 E’s of JAG- Enrollment, Enlistment, or Employment. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | Why do so many youth change majors in college, plan to go to college but never go, enter college but drop out, enroll in military in their 20’s, or get stuck working a job they hate?  Why are post secondary completion rates dropping?  How will graduation pathways help us?  What have I already done in school to help me prepare for what I should do after high school? Why am I going to college and struggling so bad? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Open PBL with "Breaking Away". It is a classic sports film with the underdog trying to prevail against a powerful and favored opponent. But it also addresses serious issues with warmth and humor. These include:  the difficulty that boys from limited backgrounds have in deciding what to do after high school; going to college and leaving your friends behind; the feelings of inferiority often experienced by local kids in a college town; youthful obsessions; parents' attempts to adjust to a child's youthful obsessions; cheating in sports competitions; idols with feet of clay; and a man's attempt to be a good father despite great differences between him and his son. This will raise the questions of different pathways that they are to be considering in the few weeks of this assignment and why are so many youth struggling to find the best post secondary path after high school? | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will prepare and deliver a presentation at the junior high for 8th grade class over how they utilized pathways to help them establish what direction was best fit for them and the importance of finding out now vs when you have to redirect from no plan or the wrong plan. This public product will be called their “Pathways Preparatory Planning”. Graduation pathways is a high school preparatory plan used for students that cannot pass a state efficiency test. Students can now utilize pathways to determine their post secondary readiness by completing 3 categories; credit completion, employability skills, and postsecondary readiness. A students successful demonstration of these three categories can determine them not only gradation ready but by breaking down the postsecondary readiness benchmarks, a students can easily identify which pathway may be best fit for them post high school. Eliminating or decreasing the question what should I do after high school. | | | **Presentation Audience**  ☐XClass  ☐XSchool  ☐Community  ☐XExperts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** Students will pair up in pathways with other students to present this project, each will break up into post secondary, employment, or enlistment to one of the armed forces branches. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  A.1 Identify occupational interests, aptitudes and abilities. A.2 Relate interests, aptitudes and abilities to appropriate occupations.  A.3 Identify desired lifestyle and relate to selected occupations.  A.4 Develop a career path for a selected occupation.  B.8 Conduct a job search.  D.22 Comprehend written communications. D.23 Communicate in writing.  F.33 Base decisions on values and goals.  G.38 Evaluate a career plan to determine appropriate postsecondary educational options.  G.40 Conduct a job analysis. G.41 Apply critical thinking skills.  G.43 Demonstrate how to use group dynamics techniques.  G.48 Demonstrate openness to change.  G.54 Set and prioritize goals and establish a timeline for achieving them.. G.55 Apply the problem solving process to complex problems.  **What competencies will be in progress during this project?** (Level 2):  A.1 Identify occupational interests, aptitudes and abilities. A.2 Relate interests, aptitudes and abilities to appropriate occupations.  A.3 Identify desired lifestyle and relate to selected occupations.  A.4 Develop a career path for a selected occupation.  B.8 Conduct a job search.  D.22 Comprehend written communications. D.23 Communicate in writing.  F.33 Base decisions on values and goals.  G.38 Evaluate a career plan to determine appropriate postsecondary educational options.  G.40 Conduct a job analysis. G.41 Apply critical thinking skills.  G.43 Demonstrate how to use group dynamics techniques.  G.48 Demonstrate openness to change.  G.54 Set and prioritize goals and establish a timeline for achieving them.. G.55 Apply the problem solving process to complex problems.  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  A.1 Identify occupational interests, aptitudes and abilities. A.2 Relate interests, aptitudes and abilities to appropriate occupations. A.3 Identify desired lifestyle and relate to selected occupations. A.4 Develop a career path for a selected occupation. B.8 Conduct a job search. D.22 Comprehend written communications. D.23 Communicate in writing. F.33 Base decisions on values and goals. G.38 Evaluate a career plan to determine appropriate postsecondary educational options. G.40 Conduct a job analysis. G.41 Apply critical thinking skills. G.43 Demonstrate how to use group dynamics techniques. G.48 Demonstrate openness to change. G.54 Set and prioritize goals and establish a timeline for achieving them.. G.55 Apply the problem solving process to complex problems. | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐XChecklists | ☐Notes | ☐XPlans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐XJournal/Learning Log | ☐XPractice Presentations | ☐XRough Drafts |
| ☐XOther (see PBL Library for ideas): Pathways Preparatory Worksheet | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☐XOral Presentation w/Rubric | ☐XPeer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☐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? | ☐XJournal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| ☐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?**  ☐XLeadership  ☐Community Service  ☐XCareer Prep  ☐Civic Awareness  ☐XSocial Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: President and Vice President will work on setting up this Public Product for 8th grade at the middle school. Students will arrange date, time, and facility usage.  Career Prep: Students will learn to adapt the pathway model and teach 8th graders how to use it and build the best course for themselves using their graduation plan and pathways prep guide. Media coordinator and Communications coordinator will work with employers to invite them to final presentation for 8th graders. This will help begin a connections for Work Based Research hosts 2nd semester. (or WBL/Work Experiences)  Social Awareness: Media coordinator will publish this on facebook page and connect with businesses at Chamber meeting to advertise JAG. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Students will learn about using our pathways prep guide to help teach underclassmen how to do so (and recruit for JAG). Students will also demonstrate and push the pathways to success motto we have with JAG so underclassmen can see the importance of having a direction before you get out of highschool. No matter what pathway you chose, always exit to one of the 3 E’s of JAG. Employment.Enrollment.Enlistment  Career Prep: Students will use pathway prep guide, assessments, and research to analyze what they have already done and how what past experience they have in high school has set them up to one of the “3 E’s” without them even considering it. Students will first use the guide to determine best pathway to exit high school to and begin their post secondary path with, then after assessing and researching, they will build. By the end of this project, students will be able to assess what pathway they are set on for graduation, how to change that if it is not desired for them, how to continue building if it is for them, and how to make the best choices based on what they are capable of doing. For example: John wants to go to college to become a nurse, he has a low GPA of a 2.0, has failed several health science classes but excels in English and Business classes. Maybe John needs to evaluate if college or a career in health science is fit for him, may corporate college or a technical degree in management is better for him. This process will ensure that John isn’t struggling to find college options that will take his low GPA or getting into school and dropping out because he was really never fit for this career path when the evidence was right there.  Social Awareness: Social media coordinator will use their Career and Leadership roles to advertise in social media each building block of this PBL. The students and their selected class leads will take photos and update progress on our blog and social media sites. This person will also be responsible for using resources to publicize this event. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  **Specific employers-TBD**  **Employers will be focused on what training they have been given, what training they offer, and what training they were required to complete for their jobs.**  **Post secondary institutions of two natures**   * 4 year degree with academic admissions standards * Community college that offers technical degrees and associates degrees   + Both will be used to talk about admissions standards and how what classes you take during high school helps determine where to start for college options   **Military**   * Military officials will be used to help show students how what classes you take in high school can help guide you to having an easier time qualifying for military entrance exams * How those scores determine your training pathway with military * What ROTC options are available for students * What classes help prepare students for PT (physical training)   **Employers**   * Employers will be used to talk about their experiences with needing training, a degree, or specific certifications for their jobs | |
| ☐X Agriculture, Food & Natural Resources  ☐X Architecture &Construction  ☐X Arts, A/V Technology &Communications  ☐X Business Management &  Administration  ☐ X Education & Training  ☐X Finance  ☐X Government & Public Administration  ☐X Health Sciences  ☐X Hospitality & Tourism | ☐X Human Services  ☐X Information Technology  ☐X Law, Public Safety, Corrections &  Security  ☐X Manufacturing  ☐X Marketing  ☐X Science, Technology, Engineering &  Math  ☐X Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☐Meet and Greet  ☐XClassroom Presentation  ☐Project Observation  ☐XSkype/Webinar  ☐Mock Interview  ☐XOther: Judges over students content they present on for public product | **Circle Two:**  ☐Service Learning  ☐Company Tour  ☐XMentoring  ☐Co-Develop PBL/Scaffolding  ☐XCritique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐XLimited Time Work Experience  ☐XPre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐XOther: Judges for public product |

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| **P R O J E C T O V E R V I E W** | | | |
| **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?)   * Copy of your school's current graduation plan * A list of ALL courses offered at your high school * Graduation Pathways Guide   + use for students to individually assess their post secondary path * Copy of Break away and discussion questions for movie * Guest speaker lineup * <https://www.mynextmove.org/explore/ip>   + Download all materials listed in each section for career exploration tools link.   Multiple items will need to be downloaded before each section is administered   * Download state grad plan in advance * Schedule public product with junior high principal and 8th grade teachers     **Launching the Project:**  (How will you SPARK their attention?)  Open PBL with "Breaking Away". It is a classic sports film with the underdog trying to prevail against a powerful and favored opponent. But it also addresses serious issues with warmth and humor. These include:  the difficulty that boys from limited backgrounds have in deciding what to do after high school; going to college and leaving your friends behind; the feelings of inferiority often experienced by local kids in a college town; youthful obsessions; parents' attempts to adjust to a child's youthful obsessions; cheating in sports competitions; idols with feet of clay; and a man's attempt to be a good father despite great differences between him and his son. This will raise the questions of different pathways that they are to be considering in the few weeks of this assignment and why are so many youth struggling to find the best post secondary path after high school?  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Students will learn how to assess what they need to do to be on the career pathway that is best suited for them or if they are not satisfied with their current pathway, how to fix that. Then once students learn to use pathway prep guide students will do a full inventory assessment to explore career prep options for themselves and assess what they are able to do, what they are interested in to do, and what work values align with their work values. After students review these processes, complete in class work, experience first hand knowledge from guest speakers, and become proficient in pathways prep planning, students will then share their experiences with 8th graders to help ensure they are knowledgeable of this process early and think of this process when planning high school plan. | | |
| **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**   * **Have TORs critique in class assessments** * **Read assessment questions to students to accommodate IEP’s** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will watch recorded presentation and write reflection on their view of their recorded presentation. |
| **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?**  ☐XSchool Staff  ☐XBusiness Professionals/Employers  ☐XCommunity Leaders/Organizations  ☐XTechnology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**   * School staff will be used to accommodate IEP guidelines and help students coordinate end of PBL product * Professionals will help share their experiences moving on from secondary on their own career pathway and provide students with opportunities that their place of employment has to offer * Chamber of commerce will be used to identify businesses to assist in being guest speakers * Tech will be used for:   + grad pathways checking   + assessment verification   + online form completions   + final presentation | |

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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:** Redirection before Misdirection | | |
| **Driving Question:** Why do so many youth change majors in college, plan to go to college but never go, enter college but drop out, enroll in military in their 20’s, or get stuck working a job they hate?  Why are post secondary completion rates dropping?  How will graduation pathways help us?  What have I already done in school to help me prepare for what I should do after high school? Why am I going to college and struggling so bad? | | |
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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? |
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| ☐Team  ☐Individual |
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| **P R O J E C T W E E K O N E** | | | | |
| Kick off event:   * Introduce PBL * Have students discuss driving questions and build on one driving question; “Why do youth their age not succeed after high school” (students may add if they have additional questions to be answered * Show movie **“Break Away”** review outline of **KickOff doc** before showing film * Begin film | * Continue showing film…   Take photos of progress... | * Finish film in class. * Attach “**Discussion**   **questions from Break Away”** in google classroom (or other classroom management application)   * Have students complete this assignment as homework   + Discuss in class tomorrow   Take photos of progress... | * Review discussion questions from yesterday's assignment * Have class discussion writing key points from each class on white board or activeboard * Reflect on those key points after questions were covered and have students complete the 8 questions exercise in class, from scaffolding titled:   + **“Questions for Proactive Reflection”** | Have guest speaker come and discuss story on how they got where they are in there career and the importance of planning   * We use Honda employee with compelling story or leaving Amish background and becoming a single mother to go on and get several high ed degrees   Take photos of progress... |
| **P R O J E C T W E E K T W O** | | | | |
| Introduce **“Pathways Prep Guide”** doc   * Review with students how to use each section of the document to it’s fullest potential   + this lesson should take an entire 50-60 min class in order * Print out each students’ transcript and pass out before the beginning of class * Instruct students to go through and highlight classes that align with one of the **Box 3 Post Secondary Readiness competencies.**   + **if a student excels in AP Dual Credit or advanced course work maybe they are ready for college**   + **if a student is already enrolled in CTE career related courses maybe he/she is ready for workforce.**   + **students will take this home and**   Take photos of progress... | Review Pathways Doc that students took home and discussed with parent or guardian   * Review what students’ findings were from reviewing both documents at home and matching them up to one of the 3 post readiness boxes   Now students will begin phase two. Assessments  Instruct students to utilize link and begin assessment   * <https://www.mynextmove.org/explore/ip> * Once students have completed assessment they will navigate through the interest profiler tabs until they get through to careers tabe   + explain each section as students complete the tabs, this better helps them understand   Students will begin the next section tomorrow for career exploration  Take photos of progress... | Today students will continue to work on career exploration piece of project:   * Students will spend today and tomorrow exploring careers, educations or training needed for those careers and assessing all of the specifics of that job * Students will then fill out **CareerExploration Worksheet** for top 3 careers and compare those to what education they are not only capable of academically but financially * Specialist assist each students by monitory and advising during this time. | Continue content from previous day...  Take photos of progress... | Have guest speaker from Ivy Tech (or popular community college) come in   * Students should spend 20 minutes of their class time completing learning style worksheet   + share this exercise and expectations with rep before they come in to prep them on first half of class and how to tie this in their presentation * After students complete this worksheet specialist and rep will explain how this best represents your learning style and how your learning style can mold your career because of its educational or training requirements * Have guest speaker cover   + college entry academic requirements   + training or programs specified for different learners   + how to use this info to build a plan beyond high school   Take photos of progress... |

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| **P R O J E C T W E E K T H R E E** | | | | |
| Review with students top three pathways and how they relate to students academics, financial capability, etc.  Discuss with students the best option for students to achieve those pathways and then implement the Pathway Prep Guide.  Assist students on how to better achieve a goal or continue on the path they are already on   * Students will take their top 3 career interests and research the education or training needed for them and assess which one is best suited to them on their learning ability and academic plan | Begin completion of **Graduation Plan**   * This may look different from state to state * Download state grad plan in advance * Show students how to complete this activity   + This activity will help students see what they actually are fit to do, what they are capable of doing and what best suits their academic capability   + If students want to retake classes or take on heavier weight (dual credit classes) instruct students through school process to do so | Have presentation professional guest speaker come in and review with students how to build an instructional presentation   * Students will use this format for their final Public Product to 8th grade classes | Students will begin presentation development and work on recreating the **“Pathways Middle School Toolkit”**   * Give students choice on deciding what they will take from this created toolkit and make their own based upon what they found to be most helpful * Students will be given today, tomorrow, and weekend to finish their assigned tasks of presentation   + CLC officers will determine tasks | Continue working on building presentation  Officers will secure times for presentation and make sure students are completing their tasks for this presentation  Each student will activity help build this presentation and take place in the presentation |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K F O U R** | | | | |
| Have students walk through presentation   * book out lab to do this activity * students will print copies of Middle School tool kit * complete activities assigned by officers   Take photos of progress... | PRESENTATION DAY!!!   * Plan on this taking at least two hours (set up, present, Q&A, break down) * Professionals who came in as guest speakers should be judges to help grade students rubric on their presentation * Have media coordinator setup film of restation   Take photos of progress... | REFLECTION DAY  Students will watch presentation that was recorded  Pass our judges feedback  Have students write a reflection over their take on the presentation and what feedback the judges used on their presentation rubric  Use **“Feedback Template”** | POST IT ALL ON SOCIAL MEDIA :) |  |

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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** |
| Click here to enter text. |