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| **Project Overview**  |
| **Name of Project: Hired Not Fired** | **Duration (days): 12 Days** | **Written For:**[ ] Period Schedule[ ] Block Schedule | [ ] Trimester[ ] Semester |
|  **Subject/Course: JAG** |  **Teacher(s): Dani Tuescher** | **State:** Click here to enter text. | **Grade Level(s):**[ ] 7/8[x] 9/10 | [x] 11/12[x] Alternative Ed.[ ] Out of school  | [ ] Any |
| **Other Subject Areas to Be Included: N/A** |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | This lesson will include the following: acquiring, completing, and submitting a job application, preparing for and participating in a job interview, completing a career interest inventory, and creating a career vision portfolio. Students will learn the skills needed to apply for and obtain a job, and will explore their career interests to ensure they can envision a future career path. The benefit to this project is building passion in students for their future careers, and ensuring they are aware of the path needed to get there.  |
| **Driving Question**What problems/questions will students be learning about? |  How can we be successful employees now and in the future? |
| **Entry Event**How will you introduce the topic in an engaging way? | A job interview clip from the movie “The Pursuit of Happyness” will be shown to students.Movie Clip: <https://www.youtube.com/watch?v=5mNxBB6uKXc&spfreload=10&scrlybrkr=68f5e512>Prior to showing students the movie clip, ask them to think about and write down notes regarding the following question:“Despite his appearance, what factors helped Chris get the internship?”Class discussion: On flip-chart paper, have students brainstorm barriers that they have in their own lives to getting jobs (now and in the future). On another piece of flip-chart paper, have students brainstorm ways they can overcome those barriers/qualities they have that outweigh their barriers. |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** | Click here to enter text. | How will students demonstrate competency attainment as a team? | **Presentation Audience** |
| [x] Class  |
| [x] School  |
| [ ] Community  |
|  **Individual:** | Students will complete a career vision portfolio. | How will students demonstrate competency attainment individually? | [ ] Experts |
| [ ] Web |
| [x] Other:Counselors |

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| **Project Overview** |
| **Competency Attainment**What competencies should students understand, know and be able to do as a result of the PBL? | What competencies will you introduce? **(Level 1):**E.28, F.32, F.33, F.34, F.37, G.38, G.40What competencies will be in progress during this project? **(Level 2):**B.8, B.13, C.16, C.17, C.18, D.21, D.22, D.23, D.24, E.28Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**A.1, A.2, A.3, A.4, A.5, A.6, B.10, B.11 |
| **Formative Assessments**(Check all that apply)How will you assess student learning throughout the PBL? | [x] Checklists | [x] Notes | [ ] Preliminary  Plans/Outlines/Prototypes |
| [ ] Concept Maps | [ ] Online Tests/Exams | [ ] Quizzes/Tests |
| [x] Journal/Learning Log | [ ] Practice Presentation | [ ] Rough Drafts |
| [ ] Other (see PBL Library for ideas): Click here to enter text. |
| **Summative Assessments**(Check all that apply)How will you assess student learning at the completion of the project? | [ ] Essay | [x] Peer Evaluation |  |
| [ ] Multiple Choice/Short Answer  Test | [ ] Self-Evaluation |  |
| [x] Oral Presentation, with rubric | [x] Written Final, with rubric  |  |
| [ ] Other (see PBL Library for ideas): Click here to enter text. |
| **Reflection Methods**How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | **(Individual, Group, and/or Whole Class)** | [ ] Journal/Learning Log | [ ] Focus Group – Success Counsel |
| [x] Whole-Class Discussion | [ ] Fishbowl Discussion |
| [ ] Survey | [ ] Other (see PBL Library for ideas): Click here to enter text. |
| **Project Overview** |
| **Career Association:**How will you build student leadership into the PBL? | **Which CA Goal(s) will be covered in this PBL?** [ ] Leadership[ ] Community Service[ ] Career Prep[ ] Civic Awareness[ ] Social Awareness[ ] Fundraising | **What roles will your officers lead in planning?**Leadership: Click here to enter text. Community Service: Click here to enter text.Career Prep: Click here to enter text.Civic Awareness: Click here to enter text.Social Awareness: Click here to enter text.Fundraising: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Leadership: Click here to enter text. Community Service: Click here to enter text.Career Prep: Click here to enter text.Civic Awareness: Click here to enter text.Social Awareness: Click here to enter text.Fundraising: Click here to enter text. |
| **Which Career Pathways will be incorporated into this PBL?**[ ] Arts & Communication[ ] Business, Management, Marketing & Technology[ ] Engineering/Manufacturing & Industrial Technology[ ] Health Sciences[ ] Human Services [ ] Natural Resources & AgroSciences | **Which employers/businesses will you work with throughout this project?**Click here to enter text. |
| **Employer Engagement Strategy:** How will you utilize employer connections to increase relevance? | **Circle One:**[ ] Meet and Greet[ ] Classroom Presentation[ ] Project Observation[ ] Skype/Webinar[ ] Mock Interview[ ] Other: Click here to enter text. | **Circle Two:**[ ] Service Learning[ ] Company Tour[ ] Mentoring[ ] Co-Develop PBL/Scaffolding[ ] Critique of Public Product [ ] Other: | **Circle 3:**[ ] Job Shadow[ ] Limited Time Work Experience[ ] Pre-Apprenticeship[ ] Internship/Apprenticeship[ ] Summer Job[ ] Other: Click here to enter text. |
|  **Project Overview**  |
| **Scaffolding**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?)* Coordinate with local employers to be engaged in the mock job application and mock job interview process.
* Ensure technology is available to view the movie clip.
* Make copies of sample job applications.
* Ensure access to computer labs for students to complete the career interest inventory.
* Ensure access to computer labs for students to research additional information for their portfolio.
* Ensure counselors are aware of the project and are available to review the students’ final products.
* Create interview task cards with questions you would like your students to answer

**Launching the Project:**(How will you SPARK their attention?)* Perform the entry event
* Share the driving question.
* Discussion on student voice & choice.

**Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)* Allow adequate work time.
* Check student work periodically.
* Be available to process with students who are struggling to decide on a career path.
* Be flexible to meet individual student needs.
* Present final product
* Reflect on the process.
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| **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?  | A variety of accommodations can be made to meet individual student needs. |
| **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?  | **HOW** will you be incorporating? (please describe) |
| [x] School Staff | School Counselors will attend the gallery walk of completed portfolios and will also receive hard copies of student portfolios. |
| [x] Business Professionals/Employers | Collaborate with professionals in the area to participate in the mock interview process. |
| [x] Community Leaders/Organizations | Collaborate with mentors in the area to participate in the mock interview process. |
| [x] Technology  | Use of a telephone for mock telephone calls, Use of computers for career interest inventory, and student portfolios. |
| [ ] Materials  | Click here to enter text. |
| **student Learning Guide** |
| **Project:** Click here to enter text. |
| **Driving Question:** Click here to enter text. |
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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? |
| [ ] Formative[ ] Final Product | Peers and teacher will assess students’ ability to effective communicate on the telephone and will provide constructive feedback. | I can effectively communicate on the telephone to a potential employer. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | An employer from the community will provide feedback to students about their applications and will educate them on what makes a complete and acceptable job application. | I can complete a job application to a level that gives me a good chance of getting a job interview. |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | Students will complete, and the teacher will assess, the students’ ability to conceptualize a life that includes a career. | I can envision and conceptualize my future career. |
| [ ] Team[x] Individual |
| [x] Formative[x] Final Product | Teacher will provide worksheet or students to use in assessing their career interest inventory | I can review and assess the results of a standardized career interest inventory. |
| [ ] Team[x] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |
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| [ ] Formative[ ] Final Product | Click here to enter text.  | Click here to enter text. |
| [ ] Team[ ] Individual |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** |
|  **Perform Entry Event:** “Pursuit of Happyness” movie clip<https://www.youtube.com/watch?v=5mNxBB6uKXc&spfreload=10&scrlybrkr=68f5e512>* Class discussions/flip-charts as described in entry event above

Formative Assessments: Individual journal, Whole class discussion |  **Job Applications:** 1. Pass out a blank job application to students when they walk into the classroom.
2. Allow for students to ask questions aloud as they are working.
3. When all students are finished, distribute for peer review.
4. Whole group discussion regarding what students did well/what students could use support on

Formative Assessments: Peer Review, group discussion |  Job Application:Activity: Customer Service Task CardsReview the following 3 questions on the sample job application. Each student should prepare their response in their project journal.1. Why do you want to work here?2. How would you define good customer service?3. Why are you a good candidate for the job?Formative Assessment: Project Journal. |  GUEST SPEAKER: Guest speaker from Java Joe’s Coffeehouse (or any community employer) to discuss job application review & what kind of high school students get hired. | Intro to GNAP: Effective phone calls!* Students will role play effective phone calls with their peers and prepare for their mock phone call.

Formative Assessment: Mock phone call practice, peer review |
| **PROJECT WEEK TWO** |
|  Mock Phone Call Day: Students will each make a phone call to a JAG Specialist that is not their own – preferably a coordinating program (i.e. if the student is a 9/10 student, they would call the 11/12 Specialist at the same school)Formative Assessment: Teacher Feedback  |  Interview Tips and Tricks:  Interview Task Card GameFormative Assessments: Peer Review |  Students complete the career interest inventory and associated worksheet.[www.futurereadyiowa.gov](http://www.futurereadyiowa.gov)Formative Assessment: Worksheet  |  Introduce Career Vision Portfolio Requirements: Students will begin work on their career vision portfolios. |  Career Vision Portfolio Work Day |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** |
|  Career Vision Portfolio Work Day  |  Career Vision Portfolio gallery walk for school counselors; students will submit hard copies of their portfolios to their counselors. |  Click here to enter text. | Click here to enter text.  | Click here to enter text. |
| **PROJECT WEEK FOUR** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** |
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| **PROJECT WEEK SIX** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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|  **ADDITIONAL INFORMATION** |
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