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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Career Scavenger Hunt | | **Duration (days):** 20 Days | | | **Written For:**  ☒Period Schedule ☒Trimester  ☐Block Schedule ☐Semester |
| **Subject/Course:** JAG | **Teacher(s):** Jessica Gumness | | **State:** WI | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☒9/10 ☐Out of School  ☒11/12 ☐Any |
| **Other Subject Areas to be Included:** Click here to enter text. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will participate in a career scavenger hunt game. This game is designed to explore different career clusters and help dive deeper into each of those career clusters. This is an activity that will be done individually and with partners. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What career cluster am I more drawn too? What careers fit within the career cluster you like? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Youtube video talking about the different career clusters associated with the Holland Code Assessment and Gladeo.  <https://www.youtube.com/watch?v=3MT7ouxoS6M>  Holland Code Assessment: For this assessment the students will go through and answer a series of questions that will provide a better idea of what career cluster they are more suitable for.  <https://openpsychometrics.org/tests/RIASEC/>  Create an account with Gladeo and take the assessment. This assessment will bring back the top three clusters best suited for the individual. Along with the results it will have jobs associated with that cluster. Each job has detailed information including education/experience needed for the career, average salary and local job listings for those careers.  <https://gladeo.org/>  Three questions to unlock your authentic career. Ashleys career journey that helps inspire finding your authentic career.  <https://www.youtube.com/watch?v=vMiSf7LpFQE> | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Click here to enter text.  Research with partners to find the community business that are within the each career cluster. | | | **Presentation Audience**  ☒Class  ☐School  ☐Community  ☐Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** Students will reflect on the scavenger hunt by completing the following tasks. They are to complete a job summary by finding information on <https://www.onetonline.org/> about a job of interest. Students will individually pick a career and locate a business within the community they would like to work at. Finally they will present the information gathered on a poster board displaying their work. | | |

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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):  F.33, G.38, G.41, G.51, G.54, H.66, H.81,  **What competencies will be in progress during this project?** (Level 2):  B13, C14, C17, C18, C19, D21, D22, D23, D24, F36, G49, G50, G56, H76  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  A.1, A.2, A.4, A.5, A.6, D.21, D.22, D.23, D.24, H.67, E.28 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☒Checklists | ☐Notes | ☒Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐Journal/Learning Log | ☐Practice Presentations | ☒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 | ☒Oral Presentation w/Rubric | ☐Peer 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? | ☐Journal/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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| **P R O J E C T O V E R V I E W** | | | |
| **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?**  ☐Leadership  ☐Community Service  ☐Career Prep  ☐Civic Awareness  ☐Social Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **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.  Other: 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.  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?**  Students will complete their scavenger hunt by researching the local businesses that fall under each career cluster. During this activity they will work with a partner that is interested in the same career cluster. | |
| ☒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:**  ☒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: Informational Interview | **Circle 3:**  ☒Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☒Summer Job  ☐Other: Click here to enter text. |

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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 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?)  The Specialist will need to have a network of local businesses/ industries that would be available for guest speaking, job shadowing, and/or informational interviewing. Before you begin this project, it is good to have a rough idea of what career clusters students are most interested in and may want to set up informational interviews or job shadowing opportunities  **Launching the Project:**  (How will you SPARK their attention?)  Have a class discussion for event entry to discuss what an individual should consider when choosing a career.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  The main ideas and lessons for this scavenger hunt is to explore different careers. Career exploration will happen through the Holland Code Assessment and Gladeo Assessment. These assessments will help the student better understand areas of interests/ strengths and how that would transfer into a career cluster. By identifying different potential career clusters, the student may have a better understanding/guiding point in choosing a potential career. The student will lead their own research in the potential careers they may be interested in along with that identifying those types of careers that are within the community. | | |
| **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? | Accommodations needed mostly will be extra time and assistance with reading and note-taking. |
| **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?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☒Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  School staff, community leaders, and employers will be invited to view the student presentations. Business professionals/employers and community leaders/organizations will host students on job shadows and/or informational interviews. | |

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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:** Career Scavenger Hunt | | |
| **Driving Question:** What career cluster am I more drawn too? What careers fit within the career cluster you like? | | |
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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 | Holland Code Assessment | I can determine my interest codes and connect it to careers |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Gladeo Assessment | I can determine careers within the clusters that I would be interested in |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Research notes | I can determine creditable resources to perform productive and accurate research. |
| ☒Team  ☐Individual |
| ☐Formative  ☐Final Product | Identify 3-5 businesses in the community and what career cluster they their jobs fall under | I can identify careers in my community and place them in the proper career cluster. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Create 10 questions to be used for a job shadow or informational meeting. | I can create 10 open ended questions that can help expand and explore careers within the career cluster of interest. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Personality type notes | I can identify the personality types that influenced career interests identified in the assessments. |
| ☐Team  ☒Individual |
| ☐Formative  ☒Final Product | Creative display of career research | I can put together information gathered into a display to use for presentation. Information with show interests, career clusters, community employment opportunities and other research information found. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Students can identify 3-5 classes that fall under career clusters and identify why they fit under the classified career cluster | I can generate a list of recommended classes for high schoolers to take under the classified career cluster. |
| ☒Team  ☐Individual |
| ☐Formative  ☒Final Product | Students will set a career goals and 3-5 action steps to help them achieve that career goal | I can apply my research and findings completed in this activity towards developing a career plan |
| ☐Team  ☒Individual |
| ☐Formative  ☐Final Product | Click here to enter text. | Click here to enter text. |
| ☐Team  ☐Individual |
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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 O N E** | | | | |
| Day 1: What are Career Clusters and what do you know about them?  Three questions to unlock your authentic career. Ashleys career journey that helps inspire finding your authentic career. (9:51)  <https://www.youtube.com/watch?v=vMiSf7LpFQE>  Open discussion about the video and career clusters | Power point about Career Clusters: [Career Cluster](https://docs.google.com/presentation/d/1bN7dXA0kzllYjUzJvDx9cR9cOUWmtaao148hdtXFs-o/edit?usp=sharing)  Hold open discussion throughout powerpoint and see how many additional careers students can add to the list of careers | Academic Remediation (an opportunity for students to catch up on any late work / guest speaker ( idea for guest speaker- Job placement center employee) | YouTube video talking about the different career clusters associated with the Holland Code Assessment and Gladeo Assessment  <https://www.youtube.com/watch?v=3MT7ouxoS6M>  Gladeo Assessment  <https://gladeo.org/>  Gladeo Assessment worksheet: [Gladeo Assessment Worksheet](https://docs.google.com/document/d/1dnqQYwUl2sdxxOkKf3alVZ-uVJcsPhkWUm7bZrjT6XA/edit?usp=sharing) | Holland Assessment:  <https://openpsychometrics.org/tests/RIASEC/>  Holland Worksheet: [Holland Worksheet](https://docs.google.com/document/d/1PLRCQ9uDuEiegCKWRrNpB2AlrqMEYjzMlLDVKR0DU7g/edit?usp=sharing) |
| **P R O J E C T W E E K T W O** | | | | |
| Now that the students have become familiar with the different career clusters through different assessments the Scavenger Hunt will Begin!  Scavenger Hunt Worksheet: [Business Scavenger Hunt Worksheet](https://docs.google.com/document/d/1arqZdnCKTXr6NDj4nOajaFTR-XgwjPe0H781ClbYdtg/edit?usp=sharing) | Now that the students will work with a partner to explore what classes fall under what career clusters  Class Scavenger Hunt worksheet: [Class Scavenger Hunt Worksheet](https://docs.google.com/document/d/1bxYIQ4kN_6sOAPpCElvrnOyERLFRjaNuENejmHKyLlo/edit?usp=sharing) | Academic Remediation (an opportunity for students to catch up on any late work / guest speaker ( idea for guest speaker Local Business owner) | Final Project Rough Draft Worksheet: [Final Project Rough Draft Worksheet](https://docs.google.com/document/d/18Okt3Cp-EZVrutV74nnUaCsj45-Xd8CrZBQ3nPFzleg/edit?usp=sharing)  Career Scavenger Hunt Rubric: [Presentation Rubric](https://docs.google.com/document/d/12vigRA79kAJK6jVGfy1fDiyHyXRqpVdoQekpuPcf6f4/edit?usp=sharing) | Final Project Rough Draft |

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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 T H R E E** | | | | |
| Work on Final Project | Work on Final Project | Academic Remediation (an opportunity for students to catch up on any late work / guest speaker (idea for guest speaker Local Business owner) | Work on Final Project | Work on Final Project |
| **P R O J E C T W E E K F O U R** | | | | |
| Oral presentation | Oral Presentation | Academic Remediation (an opportunity for students to catch up on any late work / guest speaker (idea for guest speaker Local Business owner) | Oral Presentation | Oral Presentation |

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