

P R O J E C T D E S I G N : O V E R V I E W

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Name of Project: Host a Career Fair		Duration:
Subject/Course: Careers Course	Teacher(s):	Grade Level:
Other subject areas to be included, if any: English Language Arts, Technology		

Key Knowledge and Understanding (CCSS or other standards)	<p>Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals. (CDOS Career Development)</p> <p>Students will understand the relationship of personal interests, skills, and abilities to successful employment. (CDOS Career Development)</p> <p>Students will demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research. (CDOS Career Development)</p> <p>Students will demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision. (CDOS Universal Foundation)</p> <p>Students will gather relevant information from multiple digital resources and an interview, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (CCLS Literacy 6-12)</p> <p>Students will write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (CCLS Literacy 6-12)</p>
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Success Skills (to be taught and assessed)	Critical Thinking/Problem Solving	x	Self-Management	x
	Collaboration	x	Other: Creativity and Innovation	x

<p>Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)</p>	<p>This 4-week project is designed to engage students in career exploration through their formation of a career fair. Students will use the mygpsforsuccess.com website to research about career opportunities, including the income and education/training requirements for 16 different career clusters that have been outlined nationally as experiencing a shortage of skilled workers entering the workforce. Teachers will show the career cluster videos to the students and then ask the students to pick a cluster to concentrate on. As the students move through the project they will focus in on one specific career area within their chosen cluster that is of most interest to them. Students will complete a typed research paper on their chosen career, which must include information gained through the mygpsforsuccess.com website, through an oral or written interview with a professional in their chosen field, and through any additional teacher selected materials/resources. Students will create a poster and a pamphlet on that career to be exhibited during their career fair. Students will also be responsible for organizing and hosting a career fair for students, parents, and/or community members to attend.</p>	
<p>Driving Questions</p>	<p>What type of careers should be presented at your career fair? How will you organize your career fair to successfully encourage individuals to pursue a career in your chosen career cluster? How will you effectively manage the responsibilities of organizing a career fair as a group?</p>	
<p>Entry Event</p>	<p>A community representative from a local agency will come in and speak to the students to request their assistance in recruiting qualified professionals into their place of business.</p>	
<p>Products</p>	<p>Individual: Typed research paper, professional interviews, creation of a poster and pamphlet</p>	<p>Specific content and success skills to be assessed: Career Development Critical Thinking Communication Creativity and Innovation</p>
	<p>Team: Health Career Fair</p>	<p>Specific content and success skills to be assessed: Collaboration Speaking and Listening Project Management</p>

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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	Community Representative-Entry Event and throughout the project Professional Interviews-mid-way through the project Parents, classmates, and professionals-final presentation-Health Career Fair
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Resources Needed	On-site people, facilities: Availability to technology (computer lab), professional healthcare contacts
	Equipment: Laptops with internet access
	Materials: A space/room for the career fair to be held in, tables for the career fair, poster board, invitation and thank-you materials for career fair attendees
	Community Resources: mygpsforsuccess.com website

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Self-assessment	x	Focus Group	
	Whole-Class Discussion	x	Fishbowl Discussion	
	Survey of Career Fair attendees	x	Other:	

Notes: The students are going to have to organize the career fair. This should be student-run but the teacher will need to provide guidance in the process initially. Help the students break into different groups by first having the students determine which career they would like to include in their project then put the students into groups based on the career clusters that their professions fall under. You should then assign each career cluster some responsibilities towards the implementation of the career fair. Some possible suggestions might be: The Hospitality and Tourism Group might be in charge of Community Outreach (students in this group would have to create an invitation for the event or advertise it in some way to get people to attend); the Architecture and Construction Group might have to handle the career fair Site Coordination (students in this group would be responsible for securing the location of the career fair as well as any needed tables and manage the set-up and clean-up); the Health Science Group might be responsible for the Project Management (students in this group set the time line and create an accountability process to make sure other groups are on task); the Education Group could be responsible for the Project Reflection (students in this group would create the survey feedback form and send out thank-you notes to career fair attendees), etc.

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Host a Health Career Fair

Driving Question: What type of careers should be presented at your Career Fair?

How will you organize your career fair to effectively encourage individuals to pursue a career in your chosen career cluster?

How will you effectively manage the responsibilities of organizing a career fair as a group?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
Research Paper (Individual)	<p>Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Students can develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p>	<ol style="list-style-type: none"> 1. Outline of report 2. Draft of Report on career 3. Final Report on career 	<ul style="list-style-type: none"> *Teacher model of research paper. *Teacher model of writing/note taking processes in an interview. *Questioning techniques lesson with partner practice *See the attached Health Science Career Cluster Video lesson plan for an example of a more specific lesson plan. It includes some possible questions to help guide the student's research.
	<p>Students can gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ol style="list-style-type: none"> 1. Summary of resources 2. Research notes 3. Teacher meeting 	<ul style="list-style-type: none"> *Teacher model of how to cite resources. *Teacher model of how to include quotes within a document.
	<p>Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ol style="list-style-type: none"> 1. Quick write assessment 2. Summary sentence on exit tickets 	<ul style="list-style-type: none"> *Teacher model of how to summarize information.

Professional Interviews	Students can use information management which focuses on the ability to access and use information obtained from other people, community resources, and computer networks.	<ol style="list-style-type: none"> 1. Interview questions turned in and approved by teacher 2. Interview notes 	*Teacher model of how to incorporate quotes into student papers
Poster and Pamphlet (Individual or Team)	<p>Students can use technology as the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.</p> <p>Students can use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Students can use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of their presentations.</p>	<ol style="list-style-type: none"> 1. Draft of visual aids (peer/teacher feedback) 2. Final production of visual aids 	<p>*Teacher model of exemplar visual aids, watch a student presentation with visual aids.</p> <p>*See the attached Health Science Career Cluster Video lesson plan as an example of a more specific lesson plan. It details some possible poster and pamphlet requirements.</p>
Career Fair (Team)	<p>Students can use universal foundation skills of personal qualities generally including competence in self-management and the ability to plan, organize, and take independent action.</p> <p>Students have positive interpersonal qualities which lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p>	<ol style="list-style-type: none"> 1. Health career implementation tasks divided evenly amongst the students 2. Student Discussions concerning career fair implementation 3. Mock career fair 4. Survey feedback form from Career Fair participants 	*Teacher guidance (see notes from section above).