

Virtual Workplace Experience II Lesson Plan

Unit: 11	Lesson: Transportation and Logistics Career Ladder Lesson 1
Content Standards Alignment:	
<p>Lesson Objectives/Instructional Outcomes: (Domain 1c Setting Instructional Outcomes): Outline the concept, knowledge, skill, or application students can demonstrate upon lesson completion. This may be the same as or very similar to the content standard; however, it could be narrower or perhaps broader. Objectives may be stated in the form of critical questions students should be able to answer.</p> <p>The class will discuss career ladders and job promotions. Students will understand that job promotions are based on stackable skills that increase in complexity from one position to the next. NOTE: This lesson can be broken into two-three full class periods. The final day should be self-directed.</p>	
<p>Instructional Materials/Resources: List all materials and resources required by teacher and/or students, include preparation or other special instructions; e.g. paper based materials such as textbooks, technology equipment, science equipment or supplies, art materials or equipment</p> <p>Computers with internet connectivity to access: Victoria University’s (Australia) Logistics and Supply Chain Career Map (https://www.vu.edu.au/sites/default/files/TransportLogisticsandSupplyChainCareerMap_001.pdf); Bureau of Labor Statistics Occupational Outlook Handbook https://www.bls.gov/ooh/ and Louisiana Workforce Commission’s Star Jobs System http://www.laworks.net/Stars/default.aspx; Transportation and Logistics Career Ladder Map (11-09); Transportation and Logistics Sector Guide (11-05)</p>	
Methods and Instructional Strategies (Domain 3c Engaging Student in Learning)	
<p>Concept Prerequisites: List all key concepts and terminology necessary for students to understand the concepts as well as meet the standards, goals and objectives of the lesson.</p> <p>Career ladder is a term for job promotion. Human Resource departments typically use career ladders to describe positions that progress from entry level to higher levels of pay, skill, responsibility, or authority. Jobs are not stagnant. You can advance to a new position, if you choose to, over time.</p>	
Introduction - Anticipatory Set	5 min: Teacher will instruct students to think through times when they have advanced from one position to another. Whether that is through grade level promotion, a promotion within a school organization (sports, newspaper, etc.), or an actual job. Students will think through why they were promoted. How did you advance from one position to the next?
Instructional Activities: Includes questioning techniques, grouping strategies, pedagogical approaches	<p>5 min: Teacher will guide students through a discussion focusing on the fact that grade level promotion is based on mastering specific learning targets. These targets build over time and become increasingly complex (you have to know your letters and sounds before reading sentences, you have to know how to read sentences before making sense of paragraphs, you have to know how to blend ideas together in order to write an essay, etc.)</p> <p>Grade level promotion is very similar to the world of work, where, as you master specific skills and demonstrate your expertise, you are in line for promotion. You can do this through advancing your education and/or gaining</p>

	<p>on the job experience. Thinking through the ways in which jobs connect to one another and build (“stack”) skills over time is a great way to understand sector career ladders.</p> <p>25 min: Teacher will direct students to review the sample career ladder located on the Transportation and Logistics Sector Guide (11-05). Together, the teacher and students will discuss job titles that reflect one another.</p> <p>They will then refer to sample career paths located on the Victoria University’s (Australia) Logistics and Supply Chain Career Map (https://www.vu.edu.au/sites/default/files/TransportLogisticsandSupplyChainCareerMap_001.pdf). The class should pay close attention to the sample jobs, including education requirements and pay-scale to differentiate entry from advanced level roles. The class will take this information to list sample jobs on the Transportation and Logistics Career Ladder Map (11-09).</p> <p>Once selected titles are copied, the class will then refer to the various sample job descriptions and data (from entry to high skill), taking notes and making connections between each.</p> <p>Once they compile a list of job duties per title, the class will select 1-2 examples that connect, and list these on the sample Transportation and Logistics Career Ladder Map (11-09).</p> <p>The class should also pay attention to increased demands such as higher education levels, and increased pay. These can also be listed on the sample career ladder.</p>
<p>Wrap Up - Synthesis/Closure</p>	<p>5 min: Teacher facilitates a class discussion of the various listed jobs and duties and the interesting connections they found across the career ladder. How are these job duties similar to one another? How might these job descriptions and/or job duties grow increasingly complex over time? Teacher should encourage class participation in providing feedback and offer students the opportunity to practice PVLEGS strategies.</p>
<p>Differentiation (According to Student Needs rating Knowledge of Students) Address diverse student needs including students with an IEP or 504</p> <p>N/A</p>	
<p>Assessment (Domain 3d) May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, portfolio guidelines or rubrics if available.</p> <p>This is an introductory whole class activity, no assessment necessary</p>	