

Unit Overview

Introduction to the unit:

Unit 8 helps students understand the range of secondary and postsecondary career pathways and opportunities available to them after the course. This includes local and regional career and technical education programs, early college programs, specialized credential programs, registered apprenticeships, military programs, and two- and four-year college degrees.

Modifications: In order to maintain the scope and objectives of the Parent and Community Night, students will work together in teams to create an alternative video podcast experience that will encapsulate the Parent and Community Night using a virtual outreach method. Students will plan and coordinate the recording of a video podcast which they will share with the same audience that would attend a face-to-face parent and community night experience.

Lesson 8: Putting It All Together - Parent and Community Night – Podcast Edition (Modified)

Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will brainstorm segments and corresponding multimedia components that will make up their video podcast episode. Students will form groups to complete related segments. Related segments will be assigned to student group members and organized in a group-generated podcast script that will capture the intended flow of the team's podcast episode and outline the necessary components that the group plans to include. Students will brainstorm how they will manage each group's performance. Students will agree to performance routines. Students will determine roles and responsibilities within their group. Students will begin activities related to the modified parent and community night podcast episode.

1. The teacher will work with students to brainstorm segments to be included in a video podcast episode where student groups cover similar material that would be included in a typical face-to-face parent and community night experience. The teacher should create a space (blank collaborative document, Padlet, etc.) for capture team brainstorming. The teacher should identify larger themes for segments and then associate related tasks with the larger themes.

Tip: The teacher may wish to identify themes based on the number of student groups. If 5 student groups are anticipated, group segment ideas under 5 themes.

2. The teacher will paraphrase the themes and related segments. Students will form groups based on the themes and related segments. Related segments may also be assigned to student groups.
3. The teacher will work with students to brainstorm community representatives that they should they should to be the target audience for their podcast and what community representatives to send their completed video podcast episode to (e.g. local employers, professional trade school representatives, military representatives, apprenticeship program representatives, as well as two- and four-year college/university representatives). The teacher should record a list of attendees on the board and retain this list so that student groups can email their episode links to once completed.
4. In student teams, students will brainstorm how they will manage their groups' performance. Students will agree to performance routines. Student teams will present their ideas to the class. The teacher will record ideas on the board. The class will agree to a performance management routine that applies to all student groups.
5. Student teams will determine roles and responsibilities within their group. Students will assign segments to be completed and begin completion of segments related to the parent and community night video podcast.

Days 2, 3, and 4: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will review the list of items that need to be complete for the parent and community night video podcast (e.g. podcast script, technology needs, segment ideas, guest speakers, etc.). Students will manage performance. Students will work with their group and independently to complete related segments team-generated script and learning from the course for the parent and community engagement night video podcast. Students will work independently to prepare a multi-media presentation (PowerPoint, Prezi, etc.) based on their personal and career goals, making the connection to educational requirements, costs, and financial aid. Students will use prior knowledge from all units, and specifically units 7 and 8 to incorporate career research and data visualization into their presentation. Students will also share how they can make decisions today that will impact their ability to reach their personal and career goals.

1. Students will generate/review the list of items that need to be complete for the parent and community night video podcast (e.g. podcast script, technology needs, segment ideas, guest speakers, etc.). Students will manage performance and ensure that each group is on-track to complete their related segments/responsibilities. If student groups are off-track, the class should discuss how they will apply time and effort to resolve the issues. The teacher should allow students to work through this activity, but prompt ideas or make suggestions if needed.
2. Groups will begin by creating a podcast script that will help guide efforts and streamline a team workflow. From this script, student teams will be able to delegate responsibilities by assigning specific segments to individual team members. Check progress of script often and encourage teams to establish tentative deadlines to keep team progress on track.
 - a. Resource: [Unit 8, Lesson 8 Podcast Script Template](#)
3. Students will work with their group and independently to complete related segments for the parent and community engagement night video podcast. The teacher should outline a specific amount of time for scripting the parent and community podcast episode to ensure teams have adequate time remaining for recording and complete the multimedia presentation
4. The teacher will show students [Six Tips to Create Effective Slides](#) as a way to discuss effective multimedia presentations. The teacher and student will engage in a whole group discussion on the key attributes of the video.

Tip: *The teacher should watch the video in advance.*

5. Students will work independently to prepare a multi-media presentation based on their personal and career goals, making the connection to educational requirements, costs, and financial aid. Students will use prior knowledge from Unit 7 to incorporate career research and data visualization into their presentation. Students will also share how they can make decisions today that will impact their ability to reach their personal and career goals. The goal of the multimedia presentation is to be utilized in conjunction with the recording of the video podcast. Teams might considering adding slide titles to the team Podcast Script to make the recording of their podcast as engaging and cohesive as possible.

Multi-media presentations should answer the following questions:

- What is my career choice?
- What are my personal goals?
- What are my career goals?
- What are the secondary educational requirements necessary to achieve my career choice?
- What are the postsecondary educational requirements necessary to achieve my career choice?
- What coursework or program can I complete in high school to give me a jumpstart on my education and career goals?
- What postsecondary education institutions can I attend after high school to give me a jumpstart on my education and career goals?
- What costs and other factors need to be considered when making these educational and career choices? What is net price and how might that help me achieve my goal?
- What types of financial support and community support are available to help make their educational and career choices?

As a formative assessment measure, the teacher should determine student understanding of the different types of postsecondary education options that are available to youth and how youth could potentially stack credentials or pursue an associate degree and then a bachelor's degree. As an additional formative assessment measure, the teacher should observe that all students are actively involved in planning and scripting of the parent and community night video podcast and ensure that all students are included on the outline.

Day 5: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will develop methods to collect and provide feedback to their peers to inform their multi-media presentation and podcast delivery. Students will practice performing their podcast episode and multimedia presentation to their peers. Students will incorporate feedback into their multi-media presentation prior to finalizing, recording, and sharing their family and community night podcast episode.

1. The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.
2. The teacher will introduce the concept of peer feedback. Students will brainstorm ways that they can provide feedback to their peers. Students will agree and develop methods to collect and provide feedback to their peers to inform their multi-media presentation and delivery of their podcast episodes.
3. Student teams will take turns practicing their presentation to their peers. The class will provide feedback to each team.
4. Students will use the remaining class time to incorporate feedback into their multi-media presentation podcast script.

Day 6: The teacher will review PT 2 and the PT2 rubric. Students will have time to ask questions. Students will make final preparations to record the family and community night podcast episodes. Students will share their completed podcasts with their families and identified community members.

1. The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.
2. Students will make final preparations to record their family and community night podcast episodes.
3. During the recording process, students will need to utilize a screen recording or web-conferencing platform such as Zoom or Microsoft Teams in order to record their podcast episodes. Encourage students to record a small segment (1 to 2 minutes) of their episode prior to recording the entire episode to ensure that visual and sound is working.
4. Encourage students to have their cameras on and sound muted when it is another team member's turn to present a segment or topic.
5. When the podcast episode is completed, students may submit the file to a video hosting service such as YouTube and provide the complete link to the teacher as their final product. You may want to also consider collecting completed files and submitting these to a teacher-managed YouTube account as an alternative.

Tip: Recording segments might be challenging for some students. To ease student anxiety and to increase the flexibility for students, segments may be recorded independently and later brought together into one cohesive video using a video editing software such as WeVideo or iMovie. This will allow students to rerecord segments as needed.

Website Links Referenced in Unit 8

- <https://cew.georgetown.edu/cew-reports/5rules/>
- [https://www.acenet.edu/news-room/Documents/Final%202017%20Pre-College%20and%20Career%20Readiness%20Curriculum%20for%20Students%20\(and%20their%20Families\)%20.pdf](https://www.acenet.edu/news-room/Documents/Final%202017%20Pre-College%20and%20Career%20Readiness%20Curriculum%20for%20Students%20(and%20their%20Families)%20.pdf)
- <https://www.youtube.com/watch?v=G4fHre-yRPY>
- <https://www.act.org/content/act/en/products-and-services/act-profile.html>
- <https://www.louisianabelieves.com/courses/all-things-jump-start>
- http://www.laworks.net/PublicRelations/WIC_IndustryBasedCertification.asp
- http://www.ecampustours.com/for-students/college-planning/choosing-a-college.aspx#.XOwFRCMrI_V
- <https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/9-things-you-need-to-know-about-net-price>
- <https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/focus-on-net-price-not-sticker-price>
- <http://louisiana.byf.org/professions>
- http://www.laworks.net/Apprenticeship/APP_MainMenu.asp
- <https://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories.html>
- <https://www.navy.com/careers>
- <https://www.airforce.com/careers/browse-careers/>
- <http://www.marforres.marines.mil/>
- <https://www.gocoastguard.com/active-duty-careers/enlisted-opportunities/view-job-descriptions>