

Virtual Workplace Experience II Lesson Plan

Unit: 6	Lesson: Culinary Career Ladder Lesson 2
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 formulate their own sample career ladder, listing similar job duties that increase in complexity with each advancement.</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: Minnesota CAREERwise portal (https://careerwise.minnstate.edu/careers/pathways.html); Bureau of Labor Statistics Occupational Outlook Handbook https://www.bls.gov/ooh/ and/or Louisiana Workforce Commission’s Star Jobs System http://www.laworks.net/Stars/default.aspx; Culinary Career Ladder Map (06-09); Culinary Sector Guide (06-05)</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	3 min: Class will revisit and discuss sample career ladders used in previous lessons. Today, you are going to create your own ladder.
Instructional Activities: Includes questioning techniques, grouping strategies, pedagogical approaches	<p>5 min: Teacher will re-introduce students to the Culinary Sector Guide (06-05).</p> <p>5 min: Students will select one entry, middle, high, and advanced job title to add to their own Culinary Career Ladder Map (06-09), keeping in mind similar titles and/or what they’ve learned about the listed positions in previous lessons.</p> <p>25 min: After selecting job titles, students will research these positions by clicking on the “What They Do” tab located at the top of each job’s page located on the Bureau of Labor and Statistics Occupational Outlook Handbook (https://www.bls.gov/ooh/) and take notes on the necessary skills/duties to succeed in these roles.</p> <p>Students should identify connections between skills that increase in complexity over time. They will then enter at least one skill under each job title on their own Culinary Career Ladder Map (06-09), making sure that the listed skills and duties meaningfully connect from one job to another.</p>

	Increased demands such as higher education levels, and increased pay should also be included on the final career ladder.
Wrap Up - Synthesis/Closure	7 min: Teacher facilitates a class discussion of the various jobs students researched and the interesting connections they found across jobs as they worked up their sample career ladders. Teacher should encourage class participation in providing feedback and offer students the opportunity to practice PVLEGS strategies.
<p>Differentiation (According to Student Needs rating Knowledge of Students) Address diverse student needs including students with an IEP or 504</p> <p>If resource 06-05 is not robust enough for students to make sense across positions, you can utilize the Minnesota CAREERwise portal (https://careerwise.minnstate.edu/careers/pathways.html) for sample ladders/pathways. Students should be encouraged to research/differentiate with Louisiana wages via BLS Occupational Outlook Handbook (https://www.bls.gov/ooh/) if you choose to use this tool.</p> <p>Reduce number of items required. Pair students into small groups. Provide students with pre-populated career ladders, including position title and/or job duties.</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>Students will submit individual research via completion of Culinary Career Ladder Map (06-09).</p>	