

Unit: Part 1 My World

Title: Chapter 1 Who am I?

Skill(s) and Knowledge: Students will be able to: Explain the role of values in selecting a career. Describe how attitudes shape behavior and form the basis of the perception of others. Relate the importance of people skills to being successful in the workplace. Develop plans for reaching goals. Identify the value of vision in career planning.

Tasks: Read the chapter, understand the new vocabulary, answer the chapter check questions, create a “vision board”, practice listening skills, write a report on long term goals.

Performance objective: To illustrate how personal beliefs and interests help identify career choices and how planning for the future makes career choices attainable.

Tools, supplies and reference materials:

Career Connections One Trade Many Careers pages: 2-23.

Methods of instruction: Lecture and discussion. Discuss values. Make sure students understand the difference between values and opinions as well as attitudes and prejudices. Review the values that influence work choices. Discuss the steps for goal setting and what it means to have vision as it relates to planning your future.

Estimated time: 2 hrs. **Number of students:** 10-15

Task analysis or activities: Students will read the chapter discuss, and answer questions and create a vision board. Encourage students to show and tell about their vision board, then post them all on display.

Evaluation: Students will be graded on their use of time, safety methods, quality of work, cleaning and organization of their work area, interaction with other students, and vocational employability skills grading rubric. Manipulative skills assessments and written evaluations.

Performance Notes:

Vocational Frameworks References

- 4.A.01.02 Assess personal strengths and interest areas to determine potential careers.
- 4.B.02.01 Listen attentively and respectfully to others.
- 4.B.02.02 Focus attentively, make eye contact or other affirming gestures, confirm understanding and following directions.

English/Strand 3 Frameworks References:

- RST Grades 9-10 #4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases in a technical context.

Frameworks References: Math

Common Core References:

- Read and listen critically for information understanding and enjoyment
- Set goals and achieve them by organizing time, workspace, and resources effectively
- Work both independently and in groups

SCANS references:

Foundation Skills:

1. Basic skills— reading, writing, mathematics, speaking, and listening.
2. Thinking Skills-- thinking creatively, making decisions, solving problems, visualizing, knowing how to learn, and reasoning
3. Personal qualities--individual responsibility, self-esteem, sociability, self management, and integrity

Workplace Competencies

1. Resources--allocating time, money, material, space, and staff.
2. Interpersonal skills--working in teams, teaching others, serving customers, leading negotiating, and working well with culturally diverse populations.
3. Information--acquiring and evaluating data, organizing and maintaining files, interpreting & communicating, and using computer to process information
4. Systems--understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.
5. Technology--selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

.com	Rubric for Short Report			
		Excellent 3	Satisfactory 2	Poor 1
	Internet Use	Successful use of Internet to find information.	Somewhat successful use of Internet to find information.	Unsuccessful use of Internet to find information.
	Quality of Information	Clearly relates to topic. Includes answers to the 3 questions asked.	Somewhat relates to topic. Includes answers to 1–2 of the questions asked.	Information has little to do with the topic. Does not include answers to the questions asked.
	Organization and Writing	Information is well organized. Very few grammatical, spelling, or punctuation errors.	Information is fairly organized. Several grammatical, spelling, or punctuation errors.	Information is disorganized. Many grammatical, spelling, or punctuation errors.
	Total of 9 points			

Student: _____

Instructor: _____

Date: _____

Comments:

On the Trail of ...	Rubric for Vision Board			
		Excellent 3	Satisfactory 2	Poor 1
	Use of Visuals	Creative and organized. Extreme visual interest.	Fairly creative and organized. Good visual interest.	Minimally creative, unorganized. Not much time or effort went into it.
	Overall Aesthetic Quality	Innovative and imaginative. Goals clearly evident.	Fairly innovative and imaginative. Goals somewhat evident.	Minimally innovative and imaginative. Goals not evident.
	Communication Skills	Succinct and enthusiastic. Speaks clearly in complete sentences.	Fairly succinct and enthusiastic. Speaks clearly in complete sentences some of the time.	Difficulty speaking and expressing ideas.
Total of 9 points				

Student: _____

Instructor: _____

Date: _____

Comments: