

Unit: Part 1 My World

Title: What's in My Toolbox

Skill(s) and Knowledge: Students will be able to: Identify interests and personal achievements that give meaning to their lives. Recognize different types of learning preferences and know how they prefer to learn. Identify decision-making styles and learn how to make thoughtful decisions.

Tasks: Describe and use the seven steps to the thoughtful decision making process and draw a diagram detailing the steps.

Performance objective: To explain the differences in learning preferences, and to describe decision-making styles and the steps in good decision making.

Tools, supplies and reference materials:

Career Connections One Trade Many Careers pages: 24-39.

Methods of instruction: Lecture and discussion with students what they have achieved in their lives so far. Review critical thinking questions with students. Field questions about the thoughtful decision-making process.

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

Task analysis or activities: Students will complete answers to the Chapter questions. Make sure students understand the vocabulary listed under "Important Words." Allow time for the "Being the First Choice" activity to be completed in class.

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.
- 6.A.04 Demonstrate the ability to use technology for research, etc.

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.

On the Trail of ...	Rubric for Short Report			
		Excellent 3	Satisfactory 2	Poor 1
	Information Gathering	Details provided show successful interviewing and information gathering.	Details provided show somewhat successful interviewing and information gathering.	Minimal details show unsuccessful interviewing and information gathering.
	Overall Content	Clearly relates to topic. Decision-making style and example are well stated.	Somewhat relates to topic. Decision-making style and example are fairly well stated.	Information has little to do with the topic. Includes inadequate explanations and examples.
	Organization and Writing	Information is clear and well organized. Very few grammatical, spelling, or punctuation errors.	Information is fairly clear and organized. Several grammatical, spelling, or punctuation errors.	Information is disorganized. Many grammatical, spelling, or punctuation errors.
Total _____ of 9 points				

Student: _____

Instructor: _____

Date: _____

Comments:

.com	Rubric for Three-Column Table			
		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 examples for all the learning preferences.	Somewhat relates to topic. Includes examples for most of the learning preferences.	Has little to do with the topic. Inadequate examples of the learning preferences.
	Organization and Writing	Information is well organized in easy-to-read columns. Very few grammatical, spelling, or punctuation errors.	Information is fairly well organized in columns. Several grammatical, spelling, or punctuation errors.	Information is not well organized in columns. Many grammatical, spelling, or punctuation errors.
Total		of 9 points		

Student: _____

Instructor: _____

Date: _____

Comments: