



Carpentry Lesson Plan

Course: Carpentry	Grade Level: 9-12
Instructor:	CIP Code: 460201
Unit: Part 1 My World	Title: Chapter 1 Who am I?
<p>Knowledge, Content and Skills: 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.</p> <p>Performance objective: To illustrate how personal beliefs and interests help identify career choices and how planning for the future makes career choices attainable. 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.</p>	
<p>Competency Standard: 41. Ability to work with others: Demonstrate and apply the necessary skills to work effectively with others. 45. Career Development: Demonstrate personal and career development skills.</p>	
<p>Common Core: Reading informational texts: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts- including technical subjects. Listening: Students will demonstrate the ability to listen and view critically for variety of purposes. Speaking: Students will demonstrate the ability to speak purposefully and effectively.</p>	
<p>Tools, supplies and reference materials: Career Connections One Trade Many Careers pages: 2-23. Cardboard or poster-board, trade magazines, scissors, markers, glue etc. to make vision boards.</p>	
<p>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.</p> <p>Estimated time: 2 hrs. Number of students: 10-15</p>	
<p>Task analysis or activities: Students will read the chapter, discuss, and answer questions then create a vision board. Encourage students to explain their vision board to the class, then post the boards on display in the classroom.</p>	
<p>Evaluation: See attached grading rubrics for use on the Chapter Check activities.</p>	
<p>Instructors Notes:</p>	

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.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:

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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: