| Lesson Plan Title | The Modern Workplace |
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| Lesson Plan Created by | Zachary DePace  Career Connections Outreach Specialist |
| Grade | 9-12 |
| Subject | Wood Technology - Career Readiness |
| Standard(s) | Common Core Reading Standards- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing using accurate terms. |
| Time | 2 hrs. |
| Indicators/Objectives | Students will be able to: Explain the difference between a career and a job.  Evaluate career options by gathering information. Choose a career option by matching personal characteristics with career characteristics.  Identify educational opportunities and requirements for career options.  Establish a career plan by setting a timeline of career goals. |
| Required Materials | Career Connections One Trade Many Careers, pages: 86-109. |
| Initiation (prior knowledge, connection, vocabulary) | To evaluate career options and establish career goals. |
| Learning Procedures | 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. |
| Grouping | Whole group |
| Guided Practice | 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. |
| Instructional Strategies | Lecture and discussion on the differences between a job and a career.  Identify the education and training options for a successful career.  Allow time for the "Being the First Choice" role-play activity to be completed in class. |
| Closure | 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 employability skills. Manipulative skills assessments and written evaluations. |
| Independent Practice | Assignments "On the Trail of...", ".com", and "Being the First Choice" on page 109.  Use the rubrics attached to grade student projects. |

| On the Trail of . . . | Rubric for Interview Comparison | | | |
|---|---|---|---|---|
| | | 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 | Information is complete. Answers to all questions are provided. | Information is fairly complete. Answers to most questions are provided. | Information is incomplete. Few answers to questions are provided. |
| | Organization and Writing | Information is easy to read and well organized. Very few grammatical, spelling, or punctuation errors. | Information is fairly easy to read and organized. Several grammatical, spelling, or punctuation errors. | Information is hard to read and disorganized. Many grammatical, spelling, or punctuation errors. |
| | Total _____ of 9 points | | | |

Student: _____

Instructor: _____

Date: _____

Comments:

| .com | Rubric for Research Summary | | | |
| --- | --- | --- | --- | --- |
| | | 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 | Information is complete. Qualifications, job outlook, earning potential, and sources are provided. | Information is fairly complete. Most of the data asked for is provided. | Information is incomplete. Very little of the data asked for is provided. |
| | Organization and Writing | Information is well organized and summary is clear. Very few grammatical, spelling, or punctuation errors. | Information is fairly well organized and summary is somewhat clear. Several grammatical, spelling, or punctuation errors. | Information is not well organized and summary is lacking or unclear. Many grammatical, spelling, or punctuation errors. |
| | Total _____ of 9 points | | | |

Student: _____

Instructor: _____

Date: _____

Comments: