

|  |   |
|--|---|
| <b>Course:</b> Carpentry   | <b>Grade:</b> 9-12  |
| <b>Instructor:</b>   | <b>CIP Code:</b> 460201   |
| <b>Unit:</b> The World of Work (Part 2)  | <b>Title:</b> What Basic Skills and Personal Qualities Do I Need? |
| <p><b>Knowledge, Content and Skills:</b> Students will be able to: Describe how reading, writing, and math are required basic skills in the workplace. Recognize focused attention, logical reasoning, creative thinking, and critical analysis as thinking skills. Identify the personal qualities that employers expect from employees.</p> <p><b>Performance objective:</b> To explain the basic skills and thinking skills needed for success in the workplace and the personal qualities that employers require. Chapter Check page 84-85, write about an inventor, mock buyer and seller, write a letter with your personal qualities.</p> |   |
| <p><b>Competency Standard:</b> 40. Communication Skills: Demonstrate and apply the necessary skills in order to work effectively with others. 41. Ability to Work with Others: Demonstrate and apply the necessary skills to work effectively with others.</p>   |   |
| <p><b>Common Core:</b> Reading Informational Texts Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts-including texts for science, social studies, and technical subjects.</p>   |   |
| <p><b>Tools, supplies and reference materials:</b><br/>Career Connections One Trade Many Careers, pages: 66-85.</p>  |   |
| <p><b>Methods of instruction:</b> Lecture and discussion on the use of basic skills i.e.: reading, writing, and math in the workplace. Review the personal qualities that employers require. Engage students in the critical thinking questions.<br/>Estimated time: 2 hrs. Number of students: 10-15</p>  |   |
| <p><b>Task analysis or activities:</b> Students will complete answers to the Chapter questions. Make sure students understand the vocabulary listed under "Important Words." Allow time for the activities: On the Trail of, .com and Being the First Choice in class.</p>   |   |
| <p><b>Evaluation:</b> 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.</p>   |   |
| <p><b>Instructors Notes:</b></p>   |   |

|                         |                          |   |  |   |
|-------------------------|--------------------------|---|--|---|
| Being the First Choice  | Rubric for Letter        |   |  |   |
|                         |                          | Excellent 3   | Satisfactory 2   | Poor 1  |
|                         | Quality of Information   | Excellent and realistic choice of building project. Contains all required personal qualities. | Fairly good choice of building project. Contains most of the required personal qualities.              | Poor choice of building project. Contains few of the required personal qualities.           |
|                         | Format                   | Contains the formatting elements of a proper letter, is easy to read, and was done with care. | Contains some of the elements of a proper letter, is fairly easy to read, and was done with some care. | Does not look like a proper letter, is not easy to read. Looks like it was done in a hurry. |
|                         | Organization and Writing | Professional and well written. Very few grammatical, spelling, or punctuation errors.         | Fairly professional and well written. Several grammatical, spelling, or punctuation errors.            | Not professional or well written. Many grammatical, spelling, or punctuation errors.        |
| Total _____ of 9 points |                          |   |  |   |

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

|                         |                          |   |  |   |
|-------------------------|--------------------------|---|--|---|
| On the Trail of<br>...  | Rubric for Short Report  |   |  |   |
|                         |                          | Excellent 3   | Satisfactory 2   | Poor 1  |
|                         | Information Gathering    | Details provided show successful information gathering.   | Details provided show somewhat successful information gathering.                                 | Minimal details show unsuccessful information gathering.                        |
|                         | Overall Content          | Clearly relates to topic. Excellent choice of inventor/invention.                               | Somewhat relates to topic. Good choice of inventor/invention.                                    | Information has little to do with topic. Poor choice of inventor/invention.     |
|                         | 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 Email Correspondence |  |   |   |
|                         |                                 | Excellent 3  | Satisfactory 2  | Poor 1  |
|                         | Quality of Information          | Clearly relates to topic. Product idea and information is well researched.                                 | Somewhat relates to topic. Product idea and information is fairly well researched.                                    | Has little to do with the topic. Product idea and information is lacking.                           |
|                         | Overall Content                 | Students coordinated sales effort successfully. E-mail content for both buyer and seller is well balanced. | Students coordinated sales effort somewhat successfully. E-mail content for both buyer and seller is fairly balanced. | Students did not coordinate sales effort. E-mail content for both buyer and seller is not balanced. |
|                         | Organization and Writing        | Professional and well written. Very few grammatical, spelling, or punctuation errors.                      | Fairly professional and well written. Several grammatical, spelling, or punctuation errors.                           | Not professional or well written. Many grammatical, spelling, or punctuation errors.                |
| Total _____ of 9 points |                                 |  |   |   |

Student: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: