

Careers Basics

Power Standards:

1. Utilize qualities necessary to obtain and maintain a job.
2. Explore potential careers.
3. Understand and demonstrate teamwork skills.
4. Demonstrate basic child care techniques.

Power Benchmarks:

1. Develop skills needed to read sequential directions.
2. Model effective listening and speaking skills.
3. Recognize the relationship between working alone and working in a team.
4. Solve problems as self directed learner by evaluating their own work, effort, and behavior.
5. Organize work to meet deadlines.
6. Apply basic safety and sanitation procedures in a lab.
7. Exhibit ability to produce quality products.
8. Identify their career interest and investigates related careers.
5. Identify physical, intellectual, emotional, social, and moral (PIES + M) development of children.
6. Recognize appropriate activities as they apply to the principles of child care.

Careers Basics

Power Standards with Power Benchmarks

Students will be able to:

1. Utilize qualities necessary to obtain and maintain a job.
 - Develop skills needed to read sequential directions. (Power Benchmark 1)
 - Solve problems as self directed learner by evaluating their own work, effort, and behavior. (Power Benchmark 4)
 - Apply basic safety and sanitation procedures in a lab. (Power Benchmark 6)
 - Exhibit ability to produce quality products. (Power Benchmark 7)
 - Organize work to meet deadlines. (Power Benchmark 5)
 - Model effective listening and speaking skills. (Power Benchmark 2)
2. Explore potential careers.
 - Identify their career interest and investigates related careers. (Power Benchmark 8)
3. Demonstrate teamwork skills.
 - Recognizes the relationship between working alone and working in a team. (Power Benchmark 3)

Stage 1 – Desired Results:

<p>Power Standard 1: Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 1 Develop skills needed to read and follow sequential directions.</p> <p>Estimated time: 1 week & on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communication	x	x	x	x	x
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Completing a task requires reading and following directions. ➤ Following directions in sequence produces quality work. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the steps I need to follow in reading directions? ➤ What are the benefits of following directions? ➤ How does completing a task become easier with step by step directions? 																				
<p>Students will: ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Analyze written information. ➤ Communicate written information to their team members. <ul style="list-style-type: none"> ○ sequential, action verbs, measurement terms 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply the directions and create a quality product. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “A Job Application” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric titled “A Job Application”
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**Stage 3 – Learning Plan:
Power Benchmark/Competency:**

Learning Activities:	Resources:
➤ Completion of a job application	
➤ Writing a thank you note after an interview	

Stage 3 - Work in Progress

A Job Application

Name _____
Date _____ Period _____

Student evaluation _____
Teacher evaluation _____

Letter grade _____

Area	Needs 5	Meets 7	Exceeds 9
Job Application Form	Job application is neatly printed and 70% blanks have answers filled in correctly. Signature is cursive (or understand what is a cursive signature)	Job application is neatly printed and 80% blanks have answers filled in correctly. Signature is cursive (or understand what is a cursive signature)	Job application is neatly printed and 100% blanks have answers filled in correctly. Signature is cursive (or understand what is a cursive signature)
Job application tools	Has blue or black pen and social security number and white out if needed	Has blue or black pen and social security number and white out if needed Social security number written correctly	N/A
Reference	Understands what is a reference	Understands what is a reference Has correct reference information	Understands what is a reference Has correct reference information Has a reference letter to attach to the application
Position application	Applied for a position with this company	Applied for a position with this company Interest corresponds to the position	N/A
Salary information	Can write the correct amount for minimum wage	Can write the correct amount for minimum wage Requests a salary appropriate for age	N/A
Information	All blanks 70% correctly used and N/A used when needed	All blanks 80% correctly used and N/A used when needed	All blanks 100% correctly used and N/A used when needed
Work character quality	Enters room on time and prepared each day	Enters room on time and prepared Expresses a positive ready to work attitude	Enters room on time and prepared Expresses a positive ready to work attitude Finds ways to encourage other students in work ethics/attitude
Readiness	Finished one practice application Less than three spelling errors	Finished two practice applications Less than two spelling errors	Finished two practice applications One or less spelling errors

51+ = A+ 45-50 = A 40-45 = B 35-39 = C

Rubric 6/14/06

Stage 1 – Desired Results:

<p>Power Standard 1: Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 2 Model effective listening and speaking skills</p> <p>Estimated Timeline: One week and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication				x	x
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			x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Effective speaking and listening are life long skills. ➤ Ineffective speaking and listening can limit career possibilities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How can what I say be understood in three different ways? ➤ What are basic body languages of effective communication? ➤ Is what I am saying what I really mean? ➤ Are there differences in gender communication? ➤ How do cultural differences affect communication? 																				
<p>Students will (know): ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Organize and communicate ideas. ➤ Understand that receiving, attending, interpreting verbal messages and other cues are parts of listening. <ul style="list-style-type: none"> ○ Cues, non-verbal, verbal, messages, body langages 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Acquire and evaluate information through listing ➤ Interpret and communicate information through listening 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “Noteworthy Interview” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric: Noteworthy Interview
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“Noteworthy Interview”

Name _____
Date _____ Period _____

Student evaluation _____
Teacher evaluation _____
Letter grade _____

Area	Needs 5	Meets 7	Exceeds 9
Interview	Student can use five positive interview rules.	Student can use five positive interview rules. Student can observe more than five interview qualities	Student can use five positive interview rules. Student can observe more than five interview qualities Student has quality answers and questions during interview
Interview attire	Dress is appropriate	N/A	N/A
Interview style	Keeps eye contact smiles	Keeps eye contact Smiles Good posture Answered with more than yes or no answers	Keeps eye contact Smiles Good posture Answered with more than yes or no answers Asked interviewer questions
Work character quality	Enters room on time and prepared each day	Enters room on time and prepared Expresses a positive ready to work attitude	Enters room on time and prepared Expresses a positive ready to work attitude Finds ways to encourage other students in work ethics/attitude
Thank You note	Used blue or black pen with neat writing. Complete sentences with 60% correct grammar and spelling	Used blue or black pen with neat writing. . Complete sentences with 70% correct grammar and spelling	Used blue or black pen with neat writing. Complete sentences with 80% or better correct grammar and spelling
Thank You Note	Tell two things about themselves, Reflects on the job offer Concluding specific follow up in last paragraph	Reflects on the job offer Concluding specific follow up in last paragraph Used the “last chance” to make a good impression	N/A
Handshake	Handshake is firm and student has good eye contact	Handshake is firm and student has good eye contact Words of greeting.	Handshake is firm and student has good eye contact Words of greeting and follow up question

46+ = A+ 41-45 = A 35-40 = B 31-34 = C

Rubric 6/14/06

Stage 1 – Desired Results:

<p>Power Standard 3: Demonstrate teamwork skills.</p> <p>Power Benchmark/Competency: 3 Recognize the relationship between working alone and working in a team.</p> <p>Estimated Timeline: One week and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1"> <thead> <tr> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global & Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td align="center">x</td> <td></td> <td align="center">x</td> <td align="center">x</td> <td align="center">x</td> </tr> <tr> <td align="center">Math</td> <td align="center">Science</td> <td align="center">Reading</td> <td align="center">Social Responsibility</td> <td align="center">Communication</td> </tr> <tr> <td></td> <td></td> <td align="center">x</td> <td align="center">x</td> <td align="center">x</td> </tr> </tbody> </table>				Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Contributions to a group effort. ➤ The process of negotiating and working toward agreement involves exchanging resources, resolving differences. ➤ Demonstrating social understanding brings friendliness, adaptability, empathy, and politeness in group settings. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the benefits as working as a team? ➤ What are the different roles of the team members? ➤ How do we help other team member fulfill their roles?
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<p>Students will : ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Monitor and correct performance personally and as a team. ➤ Differentiate between the team work method versus assembly line. <ul style="list-style-type: none"> ○ Manager, accountant, custodial engineer, inspector, receptionist, tour guide 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Work well with boys and girls from diverse backgrounds. ➤ Communicate ideas to justify position, persuades and convinces others to work together as a team. ➤ Perform all the roles on the team?
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “Factory Performance” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric: Factory Performance
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Factory Performance

Team Name _____
 Date _____ Period _____ Student Evaluation _____ Teacher Evaluation _____
 Letter Grade _____

Area	Needs 5 points	Meets 7 points	Exceeds 8 points
Gathered Supplies and Equipment	Know the needed supplies and equipment	Know the needed supplies and equipment Know location of supplies and equipment and procedures to obtain them.	Know the needed supplies and equipment Know location of supplies and equipment and procedures to obtain them. Obtained required supplies and equipment by following procedures with little disturbance of others in the class.
Organized Supplies and Equipment	All supplies and equipment are located in station and ready to use.	All supplies and equipment are located in station and ready to use. All supplies and equipment are organized by job use.	All supplies and equipment are located in station and ready to use. All supplies and equipment are organized by job use. Adjustments to organizations of equipment was made with little input from others.
Handled Sanitation Procedures	Used correct hand washing procedures without being reminded	Used correct hand washing procedures without being reminded. Put on apron and tied back hair without reminder.	Used correct hand washing procedures without being reminded. Put on apron and tied back hair without reminder. Put on latex gloves and secured sleeves without reminders.
Started Work	Went to station and spent time organizing or setting up work.	Went to station and was ready to work with in a few minutes.	Went to station and promptly went to work because all things were in place.
Efficiently Worked Throughout Duration of Work Day	Worked well with others on a continuous bases.	Worked well with others on a continuous bases helped others as needed.	Worked well with others on a continuous bases helped others as needed went well above all job duties.
Cleaned up Work Station	Did clean up work assigned on rotation sheet	Did clean up work assigned on rotation sheet helped others with their duties	Did clean up work assigned on rotation sheet helped others with their duties went well above all job duties.
Created Quality Product	Quality was reflected in product and sellable	Quality was reflected in product and sellable Product showed extra care	Quality was reflected in product and sellable Product showed extra care Product was done to perfection with no flaws

Rubric 6/14/06 50-63= A+

43- 49 = A

35- 42 =B

29-34= C

Stage 1 – Desired Results:

<p>Power Standard 1: Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 4 Solve problems as self directed learner by evaluating their own work, effort, and behavior.</p> <p>Estimated Timeline: One week and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="background-color: #ffff00;">Career</th> <th style="background-color: #ffff00;">Technology</th> <th style="background-color: #ffff00;">Critical Thinking</th> <th style="background-color: #ffff00;">Global & Cultural</th> <th style="background-color: #ffff00;">Personal Responsibility</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <th style="background-color: #ffff00;">Math</th> <th style="background-color: #ffff00;">Science</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Social Responsibility</th> <th style="background-color: #ffff00;">Communication</th> </tr> <tr> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Problems are solved by devising and implementing a plan of action. ➤ Self evaluation of work effort and behavior achieves job satisfaction with positive results. ➤ Setting personal goals is a life long process. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How do you solve a problem? ➤ How do you evaluate a solution to the problem? ➤ What are my personal goals for my job performance? ➤ What are the qualities of a good employee? ➤ Why do I need to set personal goals?
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<p>Students will:...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Resolve problems through team collaboration. ➤ Measure behavior and self evaluate work effort. <ul style="list-style-type: none"> ○ Teamwork, long term goal, short term goal, evaluation 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Monitor progress during teamwork ➤ Exhibit self control <ul style="list-style-type: none"> ○ progress, monitoring, self control
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Noteworthy, A Job Application, Factory Performance, Job Rubric 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Attached rubrics: Noteworthy, A Job Application, Factory Performance (previously attached). Job Rubric attached
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**Stage 3 – Learning Plan:
Power Benchmark/Competency:**

Learning Activities:	Resources:
Review rubric expectations	See attached

Job Rubric

Name _____

Date _____ Period _____

Area	Needs 5 points	Meets 7 points	Exceeds 9 points
Lab attire	Suitable clothes, no jewelry, hair pulled back	N/A	N/A
On time and there everyday	Arrive and in room on-time	Arrives on-time and materials are out and ready	Arrive early and materials are out and ready
Getting along with people	Pleasant personality Courteous Respectful	N/A	N/A
Honesty	Admit mistakes	Admit mistakes Express opinions	Admit mistakes Express opinions Working during work time
Doing things on your own	Thinks ahead, seldom has to be reminded of directions	Thinks ahead, reminded of directions once or twice	Thinks ahead, never has to be reminded of directions
Interest in the job	Cares about the quality of work and tries hard	N/A	N/A
Willing to follow directions	Listen carefully	Listen carefully Ask questions	Listen carefully Ask questions Doing it the employers (teacher) way
Able to accept constructive criticism	Accept criticism	Accept criticism Follows directions	Accept criticism Follow directions Accepting to do what the majority wants.
Work hard for the company	Loyalty	Loyalty Stay on task	Loyalty Stay on task Help others to stay on task
Willing to learn new skills	Begin and complete work willingly	Begin and complete work willingly Do your own job Show you are capable	Begin and complete work willingly Do your own job Show you are capable of doing more

Student Evaluation _____

Teacher Evaluation _____

Letter grade _____

62 + = A+ 56- 61 = A 50- 55 = B 44- 49 = C

rubric 6/14/06

Stage 1 – Desired Results:

<p>Power Standard 1 : Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 5 Organize work to meet deadlines</p> <p>Estimated Timeline: One week and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Using efficient procedural techniques will help them meet deadlines. ➤ Planning is essential to accomplish efficiency. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the procedural techniques to help you meet deadlines? ➤ How does planning help you see potential problems? 																				
<p>Students will: ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ How to organize their work. ➤ Demonstrate efficient procedures. ➤ Demonstrate time management. <ul style="list-style-type: none"> ○ Procedures, efficient, punctual, time management 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Organize duties, equipment, and supplies <ul style="list-style-type: none"> ○ Equipment identification and function 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “Factory Performance” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric: Factory performance
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Stage 1 – Desired Results:

<p>Power Standard 1: Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 6 Apply basic safety and sanitation procedures in a lab.</p> <p>Estimated Timeline: Two days and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Career</th> <th style="width: 20%;">Technology</th> <th style="width: 20%;">Critical Thinking</th> <th style="width: 20%;">Global & Cultural</th> <th style="width: 20%;">Personal Responsibility</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td></td> <td>x</td> </tr> <tr> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communication		x	x	x	x
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	x	x	x	x																	

<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Equipment used must be kept clean and organized ➤ Lab safety information is relevant ➤ Basic hand washing procedures prevent the spread of germs. ➤ Food sanitation procedures prevent illnesses. (As required) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How can I organize and keep equipment clean? ➤ What are the safety procedures we will be using to prevent accidents and injuries? ➤ Why is hand washing so important? ➤ What is food sanitation (as required)?
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<p>Students will : ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Respond and report broken glass, fires and spills. ➤ Locate safety equipment in the room. ➤ Know the importance of washing your hands. ➤ Demonstrate procedures involved in food sanitation. <ul style="list-style-type: none"> ○ Sanitation, safety 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Keep electrical appliances away from water and wet hands ➤ Clean up messes and spills promptly ➤ Discard trash in proper receptacles ➤ Know safety procedures for cuts, burns and spills. ➤ Wash Hands properly.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “Factory Performance” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric: Factory Performance
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Stage 1 – Desired Results:

<p>Power Standard 1: Utilize qualities necessary to obtain and maintain a job.</p> <p>Power Benchmark/Competency: 7 Exhibit ability to produce and market quality products.</p> <p>Estimated Timeline: One week and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> </tr> <tr> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communication	x		x	x	x
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x	x	x		x																	
Math	Science	Reading	Social Responsibility	Communication																	
x		x	x	x																	
<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Quality can be measured in a product. ➤ Effective team work can produce a quality product. ➤ There are differences in marketability of quality products. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is quality in a product? ➤ What are different ways to measure quality? ➤ What is effective marketing? 																				
<p>Students will:...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Organize and work effectively to produce a product. ➤ Exert a high level of effort and perseverance towards producing a quality product. <ul style="list-style-type: none"> ○ Quality 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Choose procedures, tools or equipment including related technologies to create a product. ➤ Produce a product to satisfy customer’s expectation. <ul style="list-style-type: none"> ○ production 																				
<h2 style="margin: 0;">Stage 2 – Assessment Evidence</h2>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ “Factory Performance” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric: Factory Performance 																				

**Stage 3 – Learning Plan:
Power Benchmark/Competency:**

Learning Activities:	Resources:
Job performance	See Attachments
Production performance	
Selling product Activities	
Advertising Activities	
Making logos	
Making poster	

Stage 1 – Desired Results:

<p>Power Standard 1: Explore potential careers.</p> <p>Power Benchmark/Competency: 8 Identify their career interest and investigates related careers.</p> <p>Estimated Timeline: One day and ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
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x	x	x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
		x	x	x																	

<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Each person has unique talents, abilities, and interest. ➤ Career selection is an ongoing process. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is my unique talent? ➤ How do my abilities and interest related to career interest? ➤ How can my career change over time?
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<p>Students will : ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Name character traits that refer to talents and abilities. ➤ Know ways to look for career information. <ul style="list-style-type: none"> ○ Talent, ability, career, job, and interest 	<p>Students will be able to: (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify their talents and interest. ➤ Use technological resources to investigate a career.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Interest inventory checklist 	<p>Key Criteria:</p> <ul style="list-style-type: none"> ➤ See interest inventory packet
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