### Vocational Work Skills

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrate strong work ethics</td>
<td>1. Define and demonstrate understanding of strong work ethics related words</td>
</tr>
<tr>
<td></td>
<td>2. Identify which worker characteristics will enable an employee to maintain a position</td>
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<td></td>
<td>3. Explain how to demonstrate good character at work and in the community</td>
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<td>4. Explain why good character is important</td>
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<td></td>
<td>5. Apply their knowledge of strong work ethics outside of the classroom</td>
</tr>
</tbody>
</table>

**Alignments**
- CCSS: 9-10.SL.1
- Performance: 4.3, 4.4
- Knowledge: (SS) 6
- NETS: N/A
- DOK: 4
**Instructional Strategies**

- Teacher facilitated discussion:
  - Why are strong work ethics important?
  - How do they help us obtain and maintain a job?
- Guided practice
- Facilitate through pair and group work:
  - cooperative learning activities (pair and group work)
  - interdependence activities
  - active learning
- Modeling
- Model simulation/role-play
- Supplication of real world problem examples/scenarios (what would/should you do/is this good or bad work ethics)
- Direct instruction
- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

**Assessments/Evaluations**

**Formative:**
- Scenario discussions participation evaluation (determine how well they can apply concepts)
- Thumbs up/down
- Five fingers to a fist
- Practice quiz
- Review game (analysis of questions missed and answers given)

**Summative:**
- Written quizzes
- Tests
- Mid-term/final
- Reference evaluation (to determine if students are applying ideas outside of the classroom)
- Other teacher evaluations using checklists/scoring guides/evaluations
### Sample Assessment Questions

- Which work-related character trait would be most important if you worked at a bank? Why do you feel it is the most important?
- Write a short paragraph describing a work situation when having good self-control is very important in order to keep your job.

### Instructional Resources/Tools

- Videos and shows such as:
  - “Under Cover Boss”
  - “Dirty Jobs”
  - YouTube
  - etc.
- Hardcopy and online dictionaries
- Work-related scenarios
- Textbooks
- Computers
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Speaker worksheets
- Articles
- Simulation pieces

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

### Cross Curricular Connections

- Students will be expected to demonstrate specific character traits/work ethics throughout the day (assessed with informal teacher evaluations).

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**Board Approved 7-15-13**

**Revised 2013**
### Vocational Work Skills

<table>
<thead>
<tr>
<th>Strand</th>
<th>Concept</th>
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<tbody>
<tr>
<td>B.</td>
<td>Learn to identify a problem, develop solutions, and implement them</td>
<td>2.</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrate understanding of the problem solving/decision making process</td>
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<td></td>
<td>• Identify problems and develop solutions following the problem solving method</td>
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<td></td>
<td>• Analyze how selected solutions reflect on outcomes/effectiveness</td>
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<tr>
<td></td>
<td></td>
<td>• Revisit outcomes and revise solutions when required</td>
</tr>
</tbody>
</table>

#### Alignments
- CCSS: 9-10.SL.1; 9-10.SL.4
- Performance: 3.1, 3.5, 3.8
- Knowledge: (SC) 7 (SS) 6
- NETS: 1a,b; 4
- DOK: 4

#### Instructional Strategies
- Facilitate discussion (what are the problem-solving steps/problems you face and how can/did you solve each problem)
- Guided practice
- Facilitate through pair and group work:
  - active learning
  - cooperative learning activities
  - interdependence activities
- Model
- Model simulation/role-play
- Supplication of real world problem examples/scenarios (how would you solve the problem/what if it does not work)
- Direct instruction
### Inquiry:
- individual
- pair
- group
- research a topic to discern the:
  - cause
  - problem
  - solution

- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Evaluation of:
  - writings
  - scenarios
  - conclusions created
- Teacher observation and evaluation of responses to written questionnaires and discussions
- Teacher observations and checklists for:
  - role plays and discussions
  - simulation evaluations of student performance through teacher observations and checklists

**Summative:**
- Written quizzes
- Tests – mid-term/final
- Problem-solving conference participation and conclusions developed – teacher observation/checklist

### Sample Assessment Questions

- What are the problem-solving steps?
- Given the following scenario, how would you solve this problem? Please list the steps that you would take, why you chose the solution that you did, and what you could do if the solution did not work
### Instructional Resources/Tools

- Textbooks
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Questionnaires
- Simulation pieces
- Articles
- Real world problems (TV, newspaper, etc.)

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### Cross Curricular Connections

- Students will:
  - Utilize and apply problem-solving skills to solve problems that arise inside of class
  - Examine problems that arise in the classroom and read and write responses/scenarios
  - Develop a process for solving any problem they encounter
## Vocational Work Skills

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<tr>
<td></td>
<td>C. Develop the ability to work with others</td>
<td>3.</td>
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<tr>
<td></td>
<td></td>
<td>• Identify, define, and demonstrate an understanding of the obstacles to working with others</td>
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<td></td>
<td></td>
<td>• Determine and demonstrate an understanding of, and analyze methods to overcome obstacles to working with others</td>
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<td></td>
<td></td>
<td>• Formulate methods for working with others</td>
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<tr>
<td></td>
<td></td>
<td>• Apply problem-solving and good-communication techniques to facilitate working with others</td>
</tr>
</tbody>
</table>

### Alignments

- **CCSS:** 9-10.SL.1; 9-10.SL.4
- **Performance:** 4.2, 4.3, 4.6
- **Knowledge:** (SS) 6
- **NETS:** 1a,b; 4
- **DOK:** 4

### Instructional Strategies

- Facilitate discussion (what are some obstacles to working with others/what are some benefits of working with others)
- Guided practice
- Model
- Model simulation/role-play
- Facilitate, through pair and group work:
  - cooperative learning activities
  - interdependence activities
  - active learning
- Supplication of real world problem examples/scenarios (what caused this problem, what could they have done differently)
- Direct instruction
- Inquiry:
  - individual
  - pair
  - group
  to research and develop a list of the most common obstacles to developing potential solutions
- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Teacher observations/checklists:
  - Role plays and discussions
  - Working together within:
    - the classroom
    - a group
    - pair activities
  - Scenario/simulation discussions and/or participation evaluation (determine how well they can apply concepts)
  - Thumbs up/down
  - Five fingers to a fist
  - Review game (analysis of questions missed and answers given)
- Practice quiz

**Summative:**
- Quizzes
- Tests – mid-term/final
- Simulation participation and conclusions developed:
  - teacher observation
  - checklist
  - scoring guide
# Sample Assessment Questions

- Why is it important to be able to work with others?
- When do we have to work with others?
- What are some things that make it difficult to work with others?
- What are 3 things that you can do to make it easier for others to work with you?

# Instructional Resources/Tools

- Textbooks
- Computers
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Speaker worksheets
- Simulation pieces

# Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

# Cross Curricular Connections

- Working with others affects every course and will give students an opportunity to reflect on their ability to work with teachers and peers
- Students will:
  - read and write scenarios and responses
  - define words (increase their vocabulary)
<table>
<thead>
<tr>
<th>Strand</th>
<th>Concept</th>
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<tbody>
<tr>
<td></td>
<td>D. Gain knowledge about interests, abilities, skills, attitudes, work preferences, and personality</td>
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<thead>
<tr>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>4.</td>
</tr>
<tr>
<td>• Develop self-knowledge</td>
</tr>
<tr>
<td>• Identify basic elements about themselves</td>
</tr>
<tr>
<td>• Utilize self-knowledge to determine personal preferences</td>
</tr>
<tr>
<td>• Analyze and record data</td>
</tr>
<tr>
<td>• Utilize self-knowledge to select potential careers and/or working situations</td>
</tr>
<tr>
<td>• Apply self-knowledge to improve daily outcomes</td>
</tr>
</tbody>
</table>

**Alignments**
- CCSS: 9-10.SL.1
- Performance: 1.1, 1.2, 1.7
- Knowledge: (CA) 6
- NETS: N/A
- DOK: 4
## Vocational Work Skills

### Instructional Strategies

- Facilitate discussion
- Guided practice
- Facilitate:
  - cooperative learning activities (following 2 activities, did you like working with this group or as an individual)
  - interdependence activities
  - active learning (skills assessment)
- Model
- Model simulation/role-play
- Supplication of real world problem examples/scenarios
- Direct instruction
- Socratic seminar/question (variation)
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Inventory discussions evaluation – teacher observation
- Thumbs up/down
- Five fingers to a fist
- Practice quiz
- Review game – analysis of questions missed and answers given

**Summative:**
- Written quizzes
- Tests – mid-term/final
- Inventory analysis and utilization of results using:
  - teacher observation
  - checklists
  - scoring guides

### Sample Assessment Questions

- What type of personality, attitude, and work preferences do you have?
- What does the information from the interest and abilities inventory/abilities tests mean?
- Why is this information important and how do we use it?
### Instructional Resources/Tools

- Various work packets/inventories:
  - Interests
  - Abilities
  - Attitude
  - Work environment preferences
  - Values
  - Work preferences
- Online inventories such as learnmoreIndiana.com
- Career information

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

### Cross Curricular Connections

- Students will utilize their self-knowledge to explain how they can best be served/taught/learn in other classrooms
- Students will be able to indicate and utilize personal strengths and weaknesses to improve outcomes throughout the curriculum
- English skills when working on projects:
  - Typing
  - Reading
  - Writing
  - Editing
- Typing and editing skills during practice and assessments
- Math – Basic math skills are:
  - assessed
  - practiced
  - utilized
during:
  - skills assessments
  - practice
  - project completions
Vocational Work Skills

- Social Studies – Students will:
  - practice map-reading skills
  - learn about:
    - living in other cities
    - traveling and working with others
- All – Students will practice:
  - listening skills
  - working with others
  - communicating
### Vocational Work Skills

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<thead>
<tr>
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<tr>
<td></td>
<td>E. Learn how to effectively communicate with peers</td>
<td>5.</td>
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<tr>
<td></td>
<td></td>
<td>• Identify, define, and demonstrate understanding of good communication techniques</td>
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<td></td>
<td></td>
<td>• Demonstrate good communication techniques</td>
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<tr>
<td></td>
<td></td>
<td>• Critique the work of peers to provide constructive criticism</td>
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<td></td>
<td></td>
<td>• Analyze varied communications</td>
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<tr>
<td></td>
<td></td>
<td>• Evaluate effective vs. non-effective communication techniques</td>
</tr>
</tbody>
</table>

**Alignments**
- CCSS: 9-10.SL.1; 9-10.SL.4
- Performance: 2.3, 2.6
- Knowledge: (CA) 6
- NETS: N/A
- DOK: 4

**Instructional Strategies**
- Facilitate discussion
- Guided practice
- Facilitate:
  - cooperative learning activities (providing constructive criticism/group oriented tasks)
  - interdependence activities (sage and scribe/mini projects each has a part but group synthesis– pair and group)
  - active learning
  - problem-based learning
  - completion of graphic organizers
- Model
- Model simulation/role-play
- Supplication of real world problem examples/scenarios
- Direct instruction
- Inquiry
- Socratic seminar/question (variation) (What is the best method to use if you want to persuade someone)
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Discussions participation evaluation (determine how well they can apply concepts – teacher observation/checklists)
- Thumbs up/down
- Five fingers to a fist
- Practice quiz
- Review game (analysis of questions missed and answers given)

**Summative:**
- Written quizzes
- Tests – mid-term/final
- Presentation – scoring guide
- Provision of feedback:
  - teacher observation
  - checklist

### Sample Assessment Questions

- What are 5 good communication techniques?
- What 3 things are required to communicate?
- What is 1 way to communicate without speaking?
### Instructional Resources/Tools

- Textbooks
- Computers
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Speeches
- Simulation pieces
- Articles
- Real world problems:
  - TV
  - Newspapers
- Presentations

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### Cross Curricular Connections

- Effective communication is necessary for every class so these techniques will be used to extend knowledge acquisition in every class
- Provision of and acceptance of feedback (constructive and destructive) will connect with every class because exchanges take place continually
- Understanding the nuances of communication will also aid students in handling varied situations more appropriately in all content areas
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<th>Concept</th>
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<tbody>
<tr>
<td>F.</td>
<td>Gather information needed to complete job applications, resumes, and cover letters</td>
<td>6.</td>
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<tr>
<td></td>
<td></td>
<td>- Identify the items required to complete an application</td>
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<td>- Compile information required to complete an application</td>
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<td></td>
<td>- Explain how to obtain information that they do not currently have available</td>
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<tr>
<td></td>
<td></td>
<td>- Define resume</td>
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<tr>
<td></td>
<td></td>
<td>- Define cover letter</td>
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<td></td>
<td></td>
<td>- Identify the information required to write a resume</td>
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<td></td>
<td></td>
<td>- Identify the information required to write a cover letter</td>
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<td>- Demonstrate understanding of the differences between cover letters, applications, and resumes</td>
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<td>- Secure 3 good references</td>
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**Alignments**

CCSS: 9-10.SL.1  
Performance: 1.2, 1.5, 1.8, 2.6, 4.8  
Knowledge: (CA) 3,4  
NETS: N/A  
DOK: 4
### Instructional Strategies

- Facilitate Discussion (good vs. bad references/reference hunt)
- Guided practice
- Facilitate:
  - cooperative learning activities
  - interdependence activities
  - active learning
  - completion of graphic organizers
- comparing:
  - cover letters
  - resumes
  - applications
  - pros and cons of each tool:
    - cover letters
    - resumes
    - applications
- Model
- Model simulation/role-play
- Direct instruction
- Inquiry
- Socratic seminar/question (variation)
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Discussions participation evaluation (determine how well they can apply concepts – teacher observation/checklists)
- Thumbs up/down
- Five fingers to a fist
- Practice quiz
- Review game (analysis of questions missed and answers given)
### Summative:
- Written quizzes
- Tests – mid-term/final
- Teacher observation/checklist for:
  - application
  - résumé
  - cover letter completion

### Sample Assessment Questions
- What are 5 pieces of information required to complete an application
- What is the purpose of a cover letter?
- What are 3 pros of using a resume instead of an application?

### Instructional Resources/Tools
- Textbooks
- Scenarios – various
- Actual applications
- Reference sheets
- Speakers
- Interviewers
- Application examples

### Literacy Connections
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
Cross Curricular Connections

- English
  - Students will read and write to complete:
    - resumes
    - cover letters
    - resumes.
  - Students will:
    - edit
    - revise
    - refine
    their personal cover letters and resumes as well as assist peers in editing and revising their documents
<table>
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<tr>
<td>G.</td>
<td>Demonstrate work skills through hands-on exercises</td>
<td>7.</td>
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<td>- Demonstrate the ability to work in different work situations (types of jobs)</td>
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<td>- Demonstrate the ability to work through various work-related problems</td>
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<td>- Draw conclusion regarding the types of work situations that are appropriate for their skills</td>
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<td>- Demonstrate the ability to work within deadlines</td>
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<td>- Apply previously learned concepts related to work</td>
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</table>

**Alignments**
CCSS: 9-10.SL.1; 9-10.SL.4  
Performance: 1.10, 2.5, 4.5  
Knowledge: (CA) 6  
MAGLE:  
NETS: 1a,b.; 3b  
DOK: 4

**Instructional Strategies**
- Facilitate discussion  
- Guided practice  
- Facilitate cooperative learning activities  
- Model  
- Model simulation/role-play:  
  - skills assessments  
  - mini projects  
- Facilitate interdependence activities  
- Supplication of real world problem examples/scenarios (this is your team’s assignment)
**Vocational Work Skills**

- Direct instruction
- Facilitation of Active Learning (Golden Gate City simulation)
- Inquiry
- Socratic seminar/Question (variation)
- Facilitation of Problem-based learning
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Scenario/simulation discussions and participation evaluation – determine how well they can apply concepts thru teacher:
  - observation
  - checklists
- Thumbs up/down
- Five fingers to a fist

**Summative:**
- Performance-based:
  - quizzes
  - tests
- Performance-based and written components of mid-term/final
- Simulation participation and conclusions developed assessed using:
  - teacher observation
  - checklist
  - scoring guide

### Sample Assessment Questions

- What was your favorite work simulation? Why?
- What did you learn about working at a real job?
- Which specific work skill do you feel you are the best at doing/performing?
### Vocational Work Skills

#### Instructional Resources/Tools
- Scenarios – various
- Simulation pieces
- Skills assessments
- Computer
- Articles
- Food
- Recipes
- Recycling
- Copier

#### Literacy Connections
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

#### Cross Curricular Connections
- English:
  - Typing
  - Reading
  - Writing
  - Editing
  - skills when students work on projects
  - Typing and editing skills during practice and assessments
- Math – Basic math skills are:
  - assessed
  - practiced
  - utilized
during skills assessments and practice and to complete projects
- Social Studies – Students practice map-reading skills and learn about:
  - living in other cities
  - traveling
  - working with others
### Vocational Work Skills

- All – Students practice:
  - listening skills
  - working with others
  - communication
<table>
<thead>
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</table>
| H. Develop knowledge and ability to demonstrate workplace safety | 8.  
- Define hazard  
- Memorize the types of hazards and their definitions  
- Identify hazards in the work/school area  
- Categorize each hazard  
- Predict the potential outcomes of various hazards  
- Formulate possible solutions to safety related problems  
- Apply knowledge of work safety to identify and correct hazards  
- Identify what to do if injured on the job |

**Alignments**

CCSS: 9-10.SL.1; 9-10.SL.4  
Performance: 4.7  
Knowledge: (CA) 3  
(H/PE) 5,6  
NETS: 1a,b; 2a; 3b; 4; 5a,b  
DOK: 4
### Instructional Strategies

- Facilitate discussion
- Guided practice
- Facilitate cooperative learning activities
- Model
- Model simulation/role-play (identification and correction of created safety hazards)
- Facilitate interdependence activities
- Supplication of real world problem examples/scenarios (hazard hunt)
- Direct instruction
- Facilitation of active learning (Zombie game)
- Inquiry
- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

### Assessments/Evaluations

**Formative:**
- Scenario discussions participation evaluation to determine how well they can apply concepts using:
  - teacher observation
  - checklists
- Thumbs up/down
- Five fingers to a fist
- Practice quiz
- Review game (analysis of questions missed and answers given)

**Summative:**
- Performance-based and written components of:
  - quizzes
  - tests
  - mid-term/final
- Safety hunt assessed using:
  - teacher observation
  - checklist
- Presentation – assessed using a scoring guide
### Sample Assessment Questions

- What are the types of safety hazard?
- What do you do if there is a spill on the floor?
- What do you do if you are injured on the job?

### Instructional Resources/Tools

- Textbooks
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Computers
- Simulation pieces
- Articles
- Real world problems:
  - TV
  - Newspaper
- Incident report forms
- Worker’s compensation documents

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### Cross Curricular Connections

- English: Students will read and write about and present their findings
- All: Students will identify safety hazards in the classroom and school
### Concept

#### Strand
I. Demonstrate ability to follow directions

#### Learning Targets

9.  
- Identify necessary components for following directions well
- Utilize required components to follow directions
- Evaluate the process required for following directions well
- Formulate methods to improve their ability to follow directions
- Apply abilities to follow directions to complete projects, analyze situations/problems, and participate in simulations

### Alignments

<table>
<thead>
<tr>
<th>CCSS:</th>
<th>9-10.SL.1; 9-10.SL.4</th>
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<tbody>
<tr>
<td>Performance:</td>
<td>1.5, 1.6</td>
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<td>Knowledge: (CA)</td>
<td>3,4,6</td>
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<td>NETS:</td>
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<td>DOK:</td>
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### Instructional Strategies

- Facilitate discussion
- Guided practice
- Facilitate cooperative learning activities (planning a celebration)
- Model
- Model simulation/role-play
- Facilitate interdependence activities (creating a project)
- Supplication of real world problem examples/scenarios
- Direct instruction
- Facilitation of active learning (following a recipe)
- Inquiry
Vocational Work Skills

- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

**Assessments/Evaluations**

**Formative:**
- Scenario discussions participation evaluation – determine how well they can apply concepts using:
  - teacher observation
  - checklists
- Thumbs up/down
- Five fingers to a fist
- Simulation participation (teacher observations)
- Projects and assignments (analysis of questions missed and answers given)

**Summative:**
- Performance-based and written components on:
  - quiz
  - tests
  - mid-term/final
- Simulation participation – assessed using:
  - Teacher observation
  - checklist
  - scoring guides
- Evaluation of completed forms – assessed using:
  - Teacher observations
  - checklists

**Sample Assessment Questions**

- Why is following directions important?
- What should you do if you do not understand a direction/set of directions given?
- What techniques can you use to improve your ability to follow directions?
### Instructional Resources/Tools

- Textbooks
- Scenarios – various
- Videos:
  - Online
  - DVD
  - VHS
- Questionnaires
- Simulation pieces
- Recipes
- Markers
- Project materials

### Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### Cross Curricular Connections

- Following directions is critical in all curriculum areas and improving/practicing these skills will allow students to garner better results in all content areas