Unit Plan - Analyzes Information

**Grade:** High School

**Content Area:** *CTE/Employability Frameworks*

3.2 Information Use

Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.

**Benchmark:**

**3.2.4 Analyzes**

Students assess information to determine which is relevant (does not have to be a mathematical analysis).

*This benchmark is met through the activities for benchmark 3.2.1.*

# Supplemental Lesson

**Employability Skills Lesson Plan**

**Description of Unit:** Determine characteristics of how to keep a job and list positive skills for the workplace.

**Essential Questions:**

1. What skills are necessary for workplace success?
2. How do classroom and workplace skills connect
3. Do you have the skills to be successful in class and at the workplace?

**Content Specific Language:**

1. Core Skills
2. Interpersonal Skills
3. Technical Skills
4. Entitlement

**Learning Intentions:**

* S.W.B.A.T, use a medium to gain information for learning.
* S.W.B.A.T from an article read and determine important work based skills needed.
* S.W.B.A.T from a list determine my personal missing workplace skills.

**Formative Assessments:**

1. Listing reasons for not being able to keep a job
2. Reading and analyzing an article and listing/highlighting parts of the article
3. Evaluate personal workplace skills that the student is missing
4. Evaluate Employer review forms

## Reasons for not keeping a job

I can list reasons in a group for not being able to keep a job

Group work with white board, “why do people get fired”

## Reading article and listing ways people lose their jobs

I can read and determine what causes job loss

## Reading an article and highlighting the reasons why people lose a job

## Skills needed for workplace

I can analyze my needs for workplace skills

Looking through a list of workplace skills and determine personal needs

## Review of Employee Evaluation

I can read the evaluation of the employer after review of my personal performance.

Teacher lead discussion on how to read an employer review

## Quiz

I candefine vocabulary and explain the pros/cons of a workplace scenario discussing positive or negative workplace skills

Students will access, either verbally or written their knowledge of workplace skills on the job

**Summative Assessment:**

Quiz on vocabulary and case studies explaining how the workplace skills are positive or negative.

**Instructional Strategies:**

1. Group collaboration
2. Individual article reading
3. Read and analyze workplace forms.

**Web Resources:**

[Article: Why People Get Fired](https://docs.google.com/document/d/1bs75zfu4TaYPPQbjojfliC-YM_dafCuEKWqveXv9YZc/edit)

[Article: Why People Get Fired in the 21st Century](https://docs.google.com/document/d/1DtclgwSBkucjc3TWSAAMFHwlOnA2Pisfp1vOA9wG858/edit)[Employability Skills Lesson Plan](https://docs.google.com/document/d/1We5PKKT1tOiF5831C0RFvOEaOn6HYJvlR-iSwLaaJ-s/edit?usp=sharing)

Career Inventories:

[Jung Typology Test](http://www.humanmetrics.com/cgi-win/jtypes2.asp)

[The TypeFinder Personality Test](http://www.truity.com/test/type-finder-research-edition)

[Personal Strengths Inventory](http://www.truity.com/test/personal-strengths-inventory)

[Picture Inventory](https://www.cves.org/wp-content/uploads/2015/08/Pictoral_Interest_Inventory_template_SHEN.pdf)

Career Interest Inventories:

Careerwise: Can do it on the computer and print it out for the student:

[Interest Assessment](http://careerwise.minnstate.edu/iseek/static/2014-10-mncareers-interest-assessment-interactive.pdf)  
Career Cluster:

[Cluster Assessment](http://careerwise.minnstate.edu/careers/clusterAssessment)  
[Beyond Penguins and Polar Bears](https://beyondpenguins.ehe.osu.edu/issue/rocks-and-minerals/determining-importance-helping-students-recognize-important-points-in-content-text)