|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Title of Unit: Orientation/ The History of SkillsUSA** | **Grade Level: 9-12** | | **Curriculum Area: Intro To Personal Care Services I (12.544400)** | **Time Frame: 17 Days** | | **Developed By: Valerie R. Jordan** | **Date: August 6-28, 2015** | |  |  | | |
| **Opening:**  Students are viewing a short SkillsUSA video.  Students are Listing the Standards.  Students are listening as the standards are being explained.  Students are listening as a short discussion is given pertaining to the history of SkillsUSA and are expected to take notes. | |
| **Standards**  **Content:** | **Content:**  Explore how related student organizations are integral parts of career and technology  education courses through leadership development, school and community service projects  **10.1** Research the history of SkillsUSA.  **10.2** Discuss the mission, purpose, motto, colors, official dress and other distinguishing Characteristics of SkillsUSA.  **10.3** Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.  **10.4** Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.  **Literacy:**  **ELACC9-10SL1:** 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.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  **ELACC9-10SL4:** 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. |
| **Essential Question(s)** | 1. What are three classroom procedures? 2. Who can name a course requirement? 3. When is the acknowledgement of receipt for the syllabus due? 4. Give an example of how SkillsUSA can develop employability skills. 5. What was the original name of SkillsUSA and what year was it founded? 6. List 3 parts of the SkillsUSA mission statement. 7. What are the SkillsUSA official colors and what does each color represent? |
| **Vocabulary** | Honesty, Loyalty, Problem Solving, Communication, Technical Competency, Team Work, Work Ethic, Motivation, Flexibility, Adaptability, and Organization Skills. |
| **Unit Lesson** | Students will sign in.  Students will view a ppt. on classroom behavior.  Students will listen as instructions are given on classroom and lab procedures.  The students will receive general information about the school policies, course requirements, and their syllabus.  Students will write their names on the folders on their desk and fill out the student information sheet found in the folder.  The students will be asked to pair up with the person sitting next to them.  Students will take the student interest survey from their folder and interview each other completing the student interest survey.  Students will view a power point on Safety (It’s Everyone’s Responsibility).  Students are expected to take notes.  Students will take a test on safety prior to going in the lab.  Students will list the Standards.  Students will listen as the standards are being explained.  Students will list and define 3 opportunities to enhance their learning in CTAE.  Students the will list top 10 qualities that employers are looking for.  Students will listen as a short discussion is given pertaining to the history of SkillsUSA.  Students will be expected to take notes  Students will view a short SkillsUSA video  Students will list the acronym VICA & what it stands for and when it was founded & the name change.  Students will listening and are expected to take notes pertaining to the events that took place in 1968-1969 in SkillsUSA history.  Students will listen and are expected to take notes pertaining to the events that took place in 1967-1973 in SkillsUSA history.  Students will listen and are expected to take notes pertaining to the events that took place in 1980-1990 in SkillsUSA history.  Students are asking and answering questions  Students will create a motto poster.  Students will create a SkillsUSA mission statement poster.  Students will create a poster of the SkillsUSA Colors.  Students will listen as instructions are given pertaining to creating an 8x10 poster of the SkillsUSA Motto, the SkillsUSA mission statement and the SkillsUSA Colors and writing what each color represents.  Students will receive color pencils, hand held pencil sharpeners each, markers per table, blank white sheet of paper and a ruler.  Students will take a SkillsUSA History test |
| **Work Session (Explore, Explain, Elaborate)** | |
| Students will be given an index card to write whether they are a Novice: I am starting to learn this and I don’t understand it yet. An Apprentice; I can do this if I look at an example or get help. A Practioner; I can do this on my own without any help. Or an Expert; I can do this on my own without any help! And explain how to do it. The students will be grouped based on what they write down on their index card. The experts will assist in helping with the different groups. | |
| **Differentiated**  **Instruction/ Small Group/Task** | **Group I:**  Content:  Student teacher conferencing, student/student conferencing  Process:  Using tiered activities to which all learners work with the same important understanding and skills, but proceed with different levels of support, challenge or complexity; various modifications  interventions for specified students |
| **Group II:**  Content  Flexible grouping, student/student conferencing  Product  Allowing students to work alone or in small groups on their products |
| **Group III:**  Product  Allowing students to work alone or in small groups on their products. |
| **Writing Connection** | Students will create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. |
| **End of Unit Assessment Connection** | Can students share with others important characteristics that employers are looking for? |
| **Closing**  **Review day’s activities and preview tomorrows learning.**  **Students will stand and share two facts and one thing they found interesting about each other.**  **Answer closing questions**  **(ticket out the door) Students will write on an index card where they are in their learning of this lesson novice, apprentice, practioner or expert and put them in the corresponding pouches.** | |