

Chapter 2 Where Am I Going?

Lesson	Objective(s)	Activities	Additional Products
1. Make a Decision	Students will demonstrate knowledge of the characteristics of decisions. Students will demonstrate ability to summarize important points from class discussion.	<i>DECISIONS: The Web S1</i> <i>DECISIONS: Three Paragraphs S2</i> <i>3 Steps to Decide with Pride T1</i>	<i>How People Decide EN1</i> <i>Decide, Decide EN2</i> <i>Did I Ever Tell You? EN3</i> <i>Chapter 2 Vocabulary EN4</i> <i>Poster of the 3 Steps to DECIDE WITH PRIDE</i>
2. Values – What Is Value – able To You?	Students will use self-talk. Students will show understanding that decisions require clear thinking and consideration of values, goals and consequences. Students will identify personal and work values. Students will give examples of how their values affect how they decide to behave.	<i>Step 1 – Self Talk S1</i> <i>Make a Decision S2</i> <i>What Do I Value in Life? S3</i> <i>Work Values S4</i> <i>Where Values Come From S5</i> <i>Values and Behavior S6</i> <i>Values Conflict S7</i> <i>Values Worksheet S8</i>	<i>Society’s Shifting Values EN1</i> <i>Scenarios EN2</i> <i>Uncle Mort Leaves You Money!! EN3</i> <i>Specific Values EN4</i> <i>Why People Work EN5</i>
3. The Power of Goals	Students will show knowledge of characteristics of goals. Students will name the nine life areas. Students will name personal long term and short term goals.	<i>Terry’s Story S1</i> <i>GOALS: The Web S2</i> <i>ME in My World: The Nine Areas of Life S3</i> <i>EXAMPLE of GOALS IN MY LIFETIME S4</i> <i>GOALS IN MY LIFETIME S4</i>	<i>Letter Writing: How did you get started? EN1</i>
4. Goals, Priorities, Lifestyle	Students will show understanding of setting priorities. Students will show awareness of how values, goals, priorities, behavior and lifestyle are connected.	<i>Scenarios S1</i> <i>PRIORITIES: The Web S2</i> <i>EYE ON THE PRIZE TIMELINE S3</i>	<i>Wants and Needs EN1</i> <i>Personal Spending Plan EN2</i> <i>Budget Guidelines EN3</i> <i>How Important are These Job Factors to You? EN4</i> <i>Dream a Little Dream EN5</i>
5. Choices and Consequences	Students will show knowledge of characteristics of choices, and consequences. Students will identify characteristics of responsible behavior.	<i>Ownership: Living Above the Line S1</i> <i>Scenario S2</i>	<i>Collecting Your Thoughts EN1</i>

Chapter 2 Where Am I Going?

<p>6. Gathering Information/ Observe</p>	<p>Students will demonstrate ability to use decision model. Students will state the importance of information in making a decision. Students will use communication skills to gather information.</p>	<p><i>Make a Decision /Dora’s Decision S1</i> <i>Dora’s Decision S2</i> <i>Forms of Communication S3</i> <i>The Way We Communicate S4</i> <i>Body Language S5</i></p>	<p>Posters of the 3 Steps to DECIDE WITH PRIDE. <i>What Body Language Tells an Interviewer About You EN1</i> Goldstein, Arnold. <i>Skillstreaming the Adolescent</i>,_Social Skills: Apologizing</p>
<p>7. Gathering Information/ Ask Questions</p>	<p>Students will use communication skills to gather information. Students will use information to make decision.</p>	<p>Recommended for Special Education students <i>Information S1</i> <i>Important Records and Papers S2</i> <i>Gathering Information S3</i> Arizona Department of Education <i>I.D.E.A (Special Education) and 504: A Comparison S5</i> <i>After High School S6</i> <i>Finding Out About a Job S28</i></p> <p>Recommended for all students <i>Occupational Outlook Handbook</i> <i>How Much Is Attending Class Worth? S7</i> <i>Skills Today’s Employers Expect S9</i> <i>What Do Employers Want? S10</i> <i>Skills for Here and To Go S11</i> <i>Job Training S12</i> <i>Levels of Education S13</i> <i>Ways to Work S14</i> <i>Make Two Lists S15</i> <i>Arizona High School Graduation Requirements S16</i> <i>FERPA S17</i> <i>Career Plan Checkup S18</i> <i>Career Plan S19</i> <i>Owning Your Own Business S20</i> <i>Mind Your Own Business Identify S21</i> <i>Employment Trends S24</i> <i>Identifying Employment Trends S25</i> <i>Careers You Can Have at Home S30</i> <i>Non Traditional Jobs / The Leading Ten</i></p>	<p>Goldstein, Arnold. <i>Skillstreaming the Adolescent</i>,_Social Skills: Asking for Help, Introducing yourself, Introducing other person, Listening</p>

Chapter 2 Where Am I Going?

<p>7. Gathering Information/ Ask Questions</p>		<p><i>Occupations of Women Workers / Some Nontraditional Jobs for Women / Some Nontraditional Jobs for Men // Exploring Nontraditional Jobs S31</i> <i>Breaking Barriers S32</i> <i>Exploring Traditional Jobs S33</i> <i>Real-Life Advice S34</i></p> <p>Recommended for strong readers <i>Career Rewards S8</i> <i>Labor Market Information S22</i> <i>Our Changing Economy S23</i> <i>Jobs For the 21st Century S26</i> <i>Hot Jobs for the 21st Century S27</i> <i>Two Situations S29</i></p>	
<p>8. Gathering Information/ Listen</p>	<p>Students will use communication skills to gather information. Students will use information to make decision. Students will state differences between facts and opinions. Students will identify good listening skills.</p>	<p><i>Are You Listening? S1</i> <i>Power Listening S2</i> <i>Clear Directions S3</i> <i>Communicate S4</i></p>	<p>Goldstein, <i>Skillstreaming the Adolescent</i>, Social Skills: Giving Instructions, Following Instructions, Concentrating on a Task</p>
<p>9. Other Points of View</p>	<p>Students will make a decision by using the three-step model. Students will gather information from other points of view.</p>	<p><i>Make a Decision S1</i> <i>Scenarios S2</i></p>	
<p>10. Make a Decision</p>	<p>Students will review, re-evaluate, reflect, record and report on each of the previous lessons. Students will report findings in written and oral form.</p>	<p>Chapter 2 <i>Reflection Sheet Where Am I Going? Career Preparation S1</i> Written work from previous nine lessons <i>Start Making Plans S2</i> <i>Start Making Plans: Evaluation S6</i> <i>My Life Plan S3</i> <i>Planning Calendar S4</i> <i>Barriers: What Can Keep Me From Reaching My Goal? S5</i></p>	<p><i>After Release: You and Your Family EN1</i> <i>Especially For You EN2</i> <i>Been There Done That EN3</i></p>