

Middle-level CTE
Learning Experience Template
March 2019

Middle-level CTE Learning Experience Title: Recycling Systems
Educator: McKenzie Dillman, Shenendehowa CSD
Length of Lesson: 16 days (40 minute periods)
Grade Level: 8

CTE Area:

<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOSS) standards http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Objectives

Financial and Consumer Literacy

4. Buying Goods and Services

Students will

- a) Define the term "consumer" and describe the role of the consumer in the economy
- b) Distinguish between needs, wants, values, and goals and tell how each impacts spending and savings decisions
- e) Explain the influence of peers, advertising, technology, and the economy on consumer decisions
- f) Apply a decision-making model to maximize consumer satisfaction when purchasing goods and services
- g) Compare local, national, and global resources for obtaining goods and services
- h) Analyze consumer rights, responsibilities, and protections provided by local, state, federal, and global laws and policies

Technology and Society

1. The Cultural, Social, Economic and Political Effects of Technology

Students will

- a) Describe how the use of technology affects humans' safety, comfort, choices and attitudes about the development and use of technologies.
- b) Define how our choices to use products and systems u

Vocabulary	Academic Survey, Proposal, Research, Cost/Benefit Analysis, System, Landfill	Content Consumer, Recycling, Regulation, Investing, Innovation, Virgin Material, PostConsumer, Degradation
Materials and Resources	Assorted consumematerials(Day1) Deviceswith internet connectionandGoogleDrive(Day1 -15) Videorecordingdevice(Day5) Recording device (Day- 8)	

INSTRUCTION

practices for creating a survey, and how to tailor survey questions to the specific group of adults to which the students are assigned. See example survey below

Help students to use survey tools and create their surveys. Explain homework, teach how to create emails if needed.

Day 7 - 8

Teacher describes the elements of a project proposal that presents a strategy for improvement of waste management of your assigned material class, with special emphasis on cost/benefit analysis.

Teacher will illustrate some effective communication techniques for upcoming interviews, such as active listening, note taking, and clarifying or follow-up questions. Ex: "Can you tell me a little more about that?" or "What

--

et-9.E1 1lmt3 32617 0 Td t

is6i7 0 Td c

-

i

-

s

administrators at the end of the week. They script and rehearse their new presentation, keeping in mind feedback from their Day 5 presentation.

Day 15

Teacher facilitates as teams present final proposals. Teacher keeps track of time and keeps teams adherent to schedule. Teacher records presentations on video for later review.

Day 16 (Closure)

Teacher guides and monitors students as they answer some of the essential questions to reflect on their learning. What do you now understand about how technology impacts the social, cultural, and environmental contexts of our ever-changing world? How did your

Dpununnop9su (uTJ 0 T04 Tc fact ET <<>>BDC -2.978 -1.1 g 35662)64386 2 22-0.7(n)44 re f*ifact BT <4 >>BDC -7 978 -1

ASSESSMENT	
College, Career, and Life Readiness Skills	See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middlelevel-life-career-rubric-database/rubrics and

Performance Measure	Exemplary	Proficient	Developing	Beginning
Listens and Cooperates With Team Members	Consistently listens			

Resolves Conflicts

Resolves conflict effectively and independently in socially acceptable ways and uses a wide variety of appropriate strategies.

Resolves conflicts independently when they occur and uses a variety of strategies to resolve them appropriately.

Participates Actively

Middle-level CTE
 Learning Experience Template
 March 2019

Uses Interpersonal Skills to Guide Others	Effectively communicates and motivates others to solve group problems.	Frequently communicates and motivates others to solve group problems.	Attempts, but fails to communicate effectively to solve a problem or motivate others.	Shows little interest in working with others to solve problems
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.	Thoroughly evaluate information researched using internal and external validation.	Evaluates information researched but not thoroughly.	Does not evaluate information

