GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

FOUNDATION SKILLS

PATHWAY: All Pathways

COURSE: All CTAE Courses

UNIT 6.3: Importance of Organizations

INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will learn the purpose of organizations and what benefits can be derived from joining and participating in an organization. Students will participate in a number of activities that allow them to explore organizations of interest to them and to create their own organization.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time: Three 50 minute periods.

Author: Katherine Hudson and Dr. Frank Flanders

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-6 – Systems: Learners understand a variety of organizational structures and functions.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS05 Systems: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.

UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will understand the benefits of participating in an organization.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What is the history of organizations and how have organizations changed over time?

- What are the benefits of being a member of an organization and how do they work to your advantage?

- How do student organizations in CTAE relate to professional organizations in the career pathways?

Knowledge from this Unit: Factual information.

- Students will be able to define organization.

- Students will know the purposes of organizations.

- Students will know the types of organizations.

Skills from this Unit: Performance.

- Students will classify organizations by type.

- Students will analyze and evaluate existing organizations.

- Students will plan their own organizations.

ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

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_____   Pre-test
   X     Objective assessment - multiple-choice, true- false, etc.
         __ Quizzes/Tests
         _X_ Unit test
_____   Group project
   X     Individual project
         Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
         __ Self-check rubrics
         __ Self-check during writing/planning process
         __ Journal reflections on concepts, personal experiences and impact on one's life
         __ Reflect on evaluations of work from teachers, business partners, and competition judges
         __ Academic prompts
         __ Practice quizzes/tests
_____   Subjective assessment/Informal observations
         __ Essay tests
         __ Observe students working with partners
         __ Observe students role playing
_____   Peer-assessment
         __ Peer editing & commentary of products/projects/presentations using rubrics
         __ Peer editing and/or critiquing
   X     Dialogue and Discussion
         __ Student/teacher conferences
         __ Partner and small group discussions
         _X_ Whole group discussions
         _X_ Interaction with/feedback from community members/speakers and business partners
_____   Constructed Responses
         __ Chart good reading/writing/listening/speaking habits
         _X_ Application of skills to real-life situations/scenarios
   X     Post-test
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Assessment(s) Title:

1. Organization Research Project

2. Interview

3. Observing an Organization

4. Organization Assessment

Assessment(s) Description/Directions:

1. Have each student research an organization associated with whatever career they wish to pursue and answer the following questions:

- o   What type of organization is it?
- o   What is its mission statement and goals?
- o   What does the organization do to achieve these goals?
- o   How big is its membership?
- o   Are there any dues that members must pay?
- o   What benefits do members receive by joining and participating?
- o   How can you (the student) become a member?
- o   How often does the organization meet, when and where does it meet, and how are meetings conducted?
- o   Are there any publications, classes or seminars, scholarships, conventions or tradeshows that the organization coordinates? Are these available to the public or members only?

2. Have each student interview someone involved in an organization. Be sure that the student asks what role the person plays in the organization, how the person furthers the goals of the organization, and what benefits the person receives through participation.

3. Require or give extra credit to students who attend a meeting of an organization at their school. It could be an organization of their choice or one associated with the subject of the class.

4. At the end of the lesson, students should complete the assessment to show they understand the information. The assessment can be found as an instructional material titled Organization Assessment and an answer key is provided.

Attachments for Assessment(s): Please list.

Organization Assessment

Organization Assessment Answer Key

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-6 – Systems: Learners understand a variety of organizational structures and functions.

2. Review Essential Questions.

- What is the history of organizations and how have organizations changed over time?

- What are the benefits of being a member of an organization and how do they work to your advantage?

- How do student organizations in CTAE relate to professional organizations in the career pathways?

3. Identify and review the unit vocabulary.

   Organization

4. Introduction

   Start a class discussion by asking:

   - What is an organization?

   - Can you name any organizations?

   - Are you a member of any organizations?

   - What are the benefits a person receives by joining an organization?

5. Lesson *(all of the information can also be found in the Organizations PowerPoint under instructional materials)*

   <u>What is an organization?</u>

   - An organization is a group of people intentionally organized to accomplish an overall common goal, or set of goals.

   - Organizations should have the following features:

     - Vision: where the organization sees itself in 3-5 years

     - Mission: purposes of the organization

     - Values: how the organization should conduct itself

     - Strategic Goals: time-specific objectives that the organization wants to achieve

     - Strategies: ways the organization will achieve its goals

   <u>History of Organizations</u>

   - Sumerian and Egyptian organizations began as early as 4000 B.C.

   - The Roman army first organized around 700 B.C.

   - Freemasonry (Masons) is a fraternal organization that began around 1300 A.D.

   - Craft guilds began to organize in 1400 A.D.

   <u>Purposes of Organizations</u>

   - To further the interest of their members

   - A means of getting work done

   - To pursue a common goal

   - To share information

   - To facilitate peer interaction

<u>Types of Organization</u>

- Cooperative: provides benefits to members
    - Club/Hobby
    - Professional
    - Religious
    - Educational
- Pressure: concerned with favorable legislation
    - Lobby
    - Professional
- Profit: concerned with business promotion
    - Trade/Professional
    - Corporation
    - Cooperative
- Service
    - Volunteer
    - Not-for-profit
    - Civic

<u>Benefits of Membership</u>

- Develop leadership and teamwork skills
- Networking
- Access to resources, such as information, certification, or funds
- Ability to bring about action or change
- Increase knowledge about a subject
- Preparation for a career
- Helping other people and the community

<u>Benefits to Students</u>

- Student organizations in career, technical, and agricultural education allow students to learn and transition to professional organizations in their career pathway!
- Develop leadership skills
- College and Career preparation
- Chance to participate in hand-on activities you would otherwise not be exposed to
- Resume builder
- Network with people in the field
- Exposure to community service
- Scholarships

- Travel and meet new people

Example of the Power of Organizations: Masons

- The power that organizations can have is demonstrated by one of the world's oldest and most influential groups
- About 5 million members all over the world; 2 million in the U.S.
- Rumors have been around for 250 years suggesting that Masons are so powerful they influence who becomes the United States President. Many U.S. Presidents were either Masons are had ties to the fraternity
- Masons were involved in designing the U.S. dollar bill and one of their symbols, the Eye of Providence, is one of many Masonic icons on the bill. The dollar bill was approved by President Franklin D. Roosevelt, who was also a Mason
- Other famous Masons include: George Washington, Benjamin Franklin, William Shakespeare, Mozart, Voltaire, Paul Revere, Mark Twain, Winston Churchill, John Wayne, Prime Ministers, Senators, and Supreme Court Justices

6. After students have been introduced to the different types of organizations have them name organizations that fall under each category. This can be done as a class discussion with the teacher writing each organization under its appropriate classification or as an individual assignment where students can use the computer to look up organizations.

7. Assessment Activities.

Attachments for Learning Experiences: Please list.

Organizations PowerPoint

Organization Assessment

Organization Assessment Answer Key

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Creating a New Organization

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Have students come up with an organization to create that they would want to be a member of. Students should come up with a mission, vision, values, goals, strategies, by-laws, and anything else they think should be an important part of their organization.

Attachments for Culminating Performance Task: Please list.

Rubric

Grading Criteria	Superior 5	Excellent 4	Good 3	Fair 2	Poor 1
Mission					
Vision					
Values					
Goals					
Strategies					
By-laws					

Superior – Meets all requirements; exhaustive coverage; completely understands problem and ability to apply solution; shows originality; few grammatical errors.

Excellent – Meets all requirements of task; well defined and documented; excellent understanding and ability to apply solution; shows evidence of creativity; few errors.

Good – Meets requirements; fairly well planned and documented; shows an understanding and ability to apply data to the solution of new problems; could show more evidence of creativity and more details; few grammatical/mechanical errors.

Fair – Uneven work; meets some requirements; poor coverage; little understanding and ability to apply data to problem solving; needs to improve in significant areas; many grammatical/mechanical errors.

Poor – Meets few if any requirements; little understanding and little application of solution; grammatical/mechanical errors significant.

UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

☐ Slide Show Software	☐ Graphing Software	☐ Audio File(s)
☐ Interactive Whiteboard	☐ Calculator	☐ Graphic Organizer
☐ Student Response System	☐ Desktop Publishing	☐ Image File(s)
☐ Web Design Software	☐ Blog	☐ Video
☐ Animation Software	☐ Wiki	☐ Electronic Game or Puzzle Maker
☐ Email	☐ Website	