

I. PRELIMINARY INFORMATION:	
A. CLASS:	MACH 101 & MACH 102
B. TITLE OF UNIT:	Introduction to Machining
C. TITLE OF LESSON:	Career in Machining
D. MLO/COMPETENCY FOCUS:	Global
E. DATE & TIME:	—
F. WEEK OF INSTRUCTION:	
G. INSTRUCTOR:	
H. ADDITIONAL INFORMATION:	

II. EXTERNAL ALIGNMENT:

(Which external standards are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must KNOW the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)

(use this column for course evaluation / improvement suggestions)

(Standard Source)

(Specific Standard Set & Number)

III. STUDENT PERFORMANCE OBJECTIVES:

(Objectives must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)

(OBJECTIVES → content → assessment = Internal Curriculum Alignment)

Psychomotor:

Students will research the various career fields related to the machine tool industry and examine the different cultures associated with the machine tool industry.

Cognitive:

Students will explore the various career fields of their interest and be able to differentiate between the cultural differences in related fields.

Affective:

Students will be able to explore and appreciate cultural differences within their chosen career field that is related to the machine tool industry.

IV. TEACHING METHODS AND TECHNIQUES:

(Category)

(Specifics)

Discussion

Peer/Group Interaction

Question Answer

Discussion

Independent Study

Supervised Lab Work

Other:

V. RESOURCES REQUIRED:

<i>(Category)</i>	<i>(Specifics)</i>
Outside Refernces	Websites.
Computer	Student use.
Computer/Projector	Teacher use.
Text Book	Provided

Other:

VI. INTRODUCTION:

Begin by exploring through discussion and video the history of machining. Make sure to tie in the technological advancements and the importance of these.

VII. CONTENT:

(objectives → CONTENT → assessment = Internal Curriculum Alignment)

Make sure to cover the objectives for the lesson and cover the following topics:

- Key terms
- Explore the various careers related to machining and the machine tool industry both modern careers and related careers.
- Show a couple of websites and then have students explore the web for information related to the career field they have shown interest in (25 - 30 minutes). Once this is completed, have the students then search the same career field in other cultures and have them compare/contrast various areas of that career field.

VIII. SUMMARY:

Make sure to reemphasize the objectives and key terms for the unit. Also restate the importance of knowing cultures and their expectations for communication.

IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → ASSESSMENT = Internal Curriculum Alignment):

Psychomotor:

Students will provide examples of the various cultures associated with the machining industry. The students will provide details in relation to similar career fields.

Cognitive:

Students will provide examples of the different cultures and areas related to the machining industry.

Affective:

Students will sumerize their findigs and provide a short class presentation (2 - 5 minutes) covering cultural examples.

X. ASSIGNMENTS *(reinforce major lesson components):*

Group Activities:	Explore websites in related fields
Homework: (select)	Compare/contrast various machining fields

XI. RELEVANCE TO FUTURE LESSONS:

Re-emphasize the importance of global awareness and the need to be tolerate of different cultures. Tie into the next lesson by making the students aware of cultural differences in workplace skills related to the the machining industry.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)