



## South Carolina Academic/Career Development Integration Activity (DRAFT)

**Title**                    **Disastrous Decisions (ELA-1)\***  
**Subject**            **English 1**                    **Grade Level(s)**        **9**

**SC Content Standard** – Reading Goal. The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. R1. The student will integrate various cues and strategies to comprehend what he or she reads.

E1-R1.2 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

### **National Career Development Guidelines Goal/Indicator**

Career Management GOAL CM2. Use a process of decision-making as one component of career development.

Indicator CM2.A2. Demonstrate the use of a decision-making model.

#### Career Development Objective(s)

1. Students will explain the connection between their personal experience in making decisions and the situation of the characters in Shakespeare's play, *Romeo and Juliette*.
2. Students will use the planful decision-making process to make a decision.

#### **Assessment**

1. Students will complete the worksheet: *Disastrous Decisions* and explain the connection between their personal experience in making decisions and the situation of *Romeo and Juliette* in Shakespeare's play, *Romeo and Juliette*.
2. Students will document their use of the planful decision-making process to make a personal decision by completing the worksheet: *Planful Decision-Making*.

#### **Preparation**

- Prior Learning—Unit on Shakespeare's play, *Romeo and Juliette*
- Handouts/Worksheets— *Disastrous Decisions* and *Planful Decision-Making* worksheets
- Resources/Materials—A copy of Shakespeare's play, *Romeo and Juliette* for each student
- Time Required—120 minutes

## **Procedures**

### **Part One (90 minutes)**

- Read and discuss Shakespeare's play, *Romeo and Juliette*
- Use the worksheet: *Disastrous Decisions* to help students analyze the play and the characters Romeo and Juliette. What was their goal? What were the barriers blocking the way to their goal? What decisions did they have to make? What were their personal values? How did miscommunication and poor information affect the plot and outcome? How did they go about making their decisions?
- Encourage the students, through class discussion, to make connections between their personal experience in making decisions and the situation of Romeo and Juliette.
- Ask students to brainstorm some decisions they have to make or have recently made. How do they go about making decisions? Do they talk to others? Do they consider many alternatives? Do they get good information? Do they make a snap judgment?
- Optional: Extension - Have students compare and contrast literary themes of *Romeo and Juliette* with Young Adult selections suggested by the SC Department of Education(see below).

### ***Play Specific Titles***

*Romeo and Juliet (Shakespeare Can Be...)*—Burdett

*Romeo and Juliet: Together and Alive*—Avi

*Romeo and Juliet*—Coville

### ***Romeo and Juliet Young Adult Titles***

*Son of the Mob*—Korman

*Romiette and Julio*—Draper

*Scribbler of Dreams*—Pearson

*If You Come Softly*—Woodson

### **Part Two—Career Development Connections (45 minutes plus home assignment)**

- Remind students that they will make many decisions during high school that will have long-lasting consequences. Ask students to brainstorm what some of those decisions might be about (e.g., career cluster/pathway selection, courses to take, whether or not to drop out of school, and choosing a college).
- Give students the worksheet: Planful Decision-Making. Introduce the planful decision-making model shown on the handout as follows:
  1. Identify the decision or problem to be resolved.
  2. Gather information. Be sure that the sources you use will give you accurate, up-to-date, unbiased and complete information.
  3. List all of the possible ways to make this decision (alternatives). Write down all of your ideas, even if they seem almost impossible.
  4. Consider the consequences of each alternative. Ask yourself, "What is likely to happen if I do this?"

5. Make a decision. Choose what seems to be the best alternative. Remember to consider your personal priorities, beliefs and values in your decision-making.
  6. Follow through and take action on your decision.
  7. Review the results of your decision. Ask yourself these questions:
    - Did I get the results I expected and wanted?
    - Did any new problem arise because of this decision?
    - Is there any further action I need to take?
  8. Make new decisions as needed.
- Take the students through the process using the career choice example described in the handout.
  - Take the students through the process again using a typical, but simple decision that a student might have to make.
  - Homework: Tell the students to select a decision they have to make and follow the planful decision-making model to make their decision. They are to complete the worksheet, documenting each step in their decision-making process.
  - Invite students to share their decisions with the class.
  - Engage students in a discussion of the planful decision-making process. Do they usually follow all of the steps when they are making a decision? What steps are difficult for them? What steps take a lot of time? For what kinds of decisions would they use the planful decision-making process?
  - Remind students they can use the planful decision-making model when they are making important career decisions such as what career cluster they will choose for their high school studies.

### **Crosswalks**

#### **SC Career Guidance Standard/Competency**

Learning to Work Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communications skills.

Competency 2.1. Apply the decision-making process to real-life situations.

#### **Key Employability Skills**

Basic Academics—Reading

Thinking Skills—Creative Thinking, Problem Solving, Decision Making

\* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2000. Used with permission.

## Disastrous Decisions

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Instructions:** In Shakespeare's play, *Romeo and Juliette*, the characters must make an important decision in their lives. Select either Romeo or Juliette and using information from the play, answer the questions below from the perspective of the character you chose. Keep in mind the steps in the Planful Decision-Making Process.

### Steps in Planful Decision-Making

- Define the problem
- Gather information
- Explore alternatives
- Consider the consequences, risks of each alternative
- Take action
- Review the results
- Make new decisions as needed

1. What is the character's problem/decision to be made?

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2. What are the character's alternatives?

A. As perceived by character?

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B. List other alternatives you might suggest to the character.

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3. What are the consequences of each alternative?

A. As perceived by the character?

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B. Consequences of the alternatives you suggested.

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4. Which alternative does the character decide to take? \_\_\_\_\_

5. On what information or lack of information did the character base the decision?

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6. What information would have been helpful to the character in making the decision?

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7. What effect did the character's decision have upon his/her life?

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## Planful Decision-Making

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Instructions:** In the next few years you will be making some big decisions. The planful decision-making process can help you make an informed decision that you will be happy with. Complete this worksheet using the planful decision-making process. Follow the example provided for you.

### EXAMPLE

- **Define the problem:** Choose a career cluster to study in high school.
- **Gather information:** See counselor, go to orientation, take interest inventory. Choose from SC clusters.
- **Explore alternatives:** Learn more about my top two clusters: Health Science and Hospitality/Tourism.
- **Consider the consequences, risks of each alternative:** Health Science—lots of jobs, 4-yr.-college plus, good pay. Hospitality/Tourism—fewer jobs, 2 yr. college, less pay.
- **Make a decision — select an alternative:** Choice—Health Science.
- **Take action:** Register for classes.
- **Review the results:** Take classes—see if I like them.
- **Make new decisions as needed:** Change cluster choice if needed.

### Now It's Your Turn!

**Define your problem/decision**

\_\_\_\_\_

**Gather information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Explore alternatives**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Consider the consequences, risks of each alternative**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Make a decision — select an alternative**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Take action** \_\_\_\_\_

**Review the results** \_\_\_\_\_  
**Make new decisions as needed** \_\_\_\_\_

