|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT: 10 personal goals** | | | **LESSON: plan education and**  **career paths** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **The students will understand the importance of planning, no matter what stage of their lives** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| CRP 10  Plan education and career paths | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 10-15 mins | Get Started/Engage | | | Instructor will put on board **“those who fail to plan, plan to fail”.** Will ask students what that means to them. Instructor can ask questions such as:  -has anyone planned out what they wear to school the night before  -do you plan your meals  -do you plan your studying and leisure time out  -do you use a calendar or app on phone to help plan | | | |
| 10 mins | Discover/Explain: Provide new information or demonstrate a skill | | | Instructor can give historical examples of failures to plan. Germans invading Russia in Fall, Families not having pensions and very little retirement savings, flooding in New Orleans.  Instructor can then ask students what they are doing to plan for their futures. Instructor can discuss some careers and what type of training programs and education are needed. Instructor may want to use the career of teaching, as an example. | | | |
| 10 mins | Practice: Provide opportunities to practice independently or in groups | | | Instructor will then explain power point assignment to students. They will use Google, NY Career Zone and any other career search sites to research possible careers to present to class.  Instructor will approve possible career choices.  Before students start assignment, they will jot down possible careers they are interested in, and what they think the education or training is necessary for this career. They will also write what they believe the annual salary is for their particular career choices.  In PowerPoint project, students will choose a career, and use that as title page. They can include in project:  -education and training needed  -demand for career  -type of work environment  -physical, mental work?  -salary  -health benefits and retirement plans  -travel involved  -tools needed  -pictures | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will monitor classroom, make sure students are on task. | | | |
|  | Close: Summarize, check, and answer questions | | |  | | | |
|  | Support, Modifications, and Extensions | | | Extended time with students with IEP’s | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computer lab | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
| The students PowerPoint projects will demonstrate understanding | | | | | | | |