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| **UNIT: Career Ready Practices** | | | **LESSON: Demonstrate creativity &**  **innovation** | | | **LESSON SEQUENCE IN UNIT: #6** | |
| **Learning Objective:** | | | | | | | |
| **Students will be able to demonstrate creativity and innovation.** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| #6 Demonstrate creativity and innovation  #11 Use technology to enhance productivity  LP for # 3 “To attend to personal health and financial well-being” works great a prerequisite | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
|  | Get Started/Engage | | | Define creativity, innovation and technology  What innovations have been made to your CTE field of choice?  Technological?  Non technological? (design, marketing, order of operations, different way of thinking, etc.)  Give some examples of creativity in that field | | | |
|  | Discover/Explain: Provide new information or demonstrate a skill | | | What is urban farming?  Research what innovations have been made with indoor farming and what technology is used.  Discuss as a class | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | Research and be ready to present your ideas  Urban Farming  Innovations and technology  Location for Greenhouses/farms  Job creation  Costs to the consumer  Benefits to the consumer  Do you think urban farms can benefit personal health and finance?  What segment of the populations is affected the most?  Positive and negatives  Would urban farms have worked 100 years ago?  Other than farming, in what ways are traditional outdoor farms/land making money or being used for? | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will observe and listen to group discussions. Ask questions for understanding and to help groups when necessary. Teacher will ask for a quick non-verbal response (thumbs up, sticky notes, posters) | | | |
|  | Close: Summarize, check, and answer questions | | | Small writing activity reporting out something they learned | | | |
|  | Support, Modifications, and Extensions | | | This lesson can be a one or two period activity. | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
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| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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