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| **UNIT: Career Ready Practices** | | | **LESSON: Appropriate academic and**  **technical skills** | | | **LESSON SEQUENCE IN UNIT: #2** | |
| **Learning Objective:** | | | | | | | |
| **Students will be able to apply appropriate academic and technical skills** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| # 2 Apply appropriate academic and technical skills  #4 Communicate clearly and effectively and with reason | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 8 minutes | Get Started/Engage | | | Discuss what knowledge and technical skills are necessary for your career field | | | |
| 10 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Set up a Scenario: Your management team (group) will be creating a presentation that will be viewed by all new hires at orientation.  Teacher will give an example using a specific CTE field or can use their specific teaching job.  Discuss what an effective presentation would look like | | | |
| 60 minutes | Practice: Provide opportunities to practice independently or in groups | | | Break into small groups:  Research your chosen field to determine what employers in that specific industry expect their new hires to know or have (skills, degrees, certifications, education, licenses, etc.)  Students should work with or see and hold actual equipment/tools whenever available (cosmetology, electrical trades, automotive, etc.)  Create a presentation that explains what the industry’s academic expectations are, what tools and are necessary and what requirements there are to enter the field | | | |
|  | 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. Go over what an effective presentation looks like.  Students will self-assess what their presentation needs to become effective  Students will correct and finalize their presentation | | | |
|  | Close: Summarize, check, and answer questions | | | Go over expectations for student presentations | | | |
|  | Support, Modifications, and Extensions | | | This lesson is a two period activity to prepare presentations. The students will present in a future class period. The other students will evaluate each presentation and give feedback | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computers with a list of suggested websites for the students’ specific career information  Presentation needs (ex. PowerPoint, cameras, tools, equipment, etc.) | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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