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| **UNIT: Career Ready Practice** | | | **LESSON: Use technology to enhance productivity.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Understand how technology can impact a business and its success.**  **Develop ways to use technology in enhancing the productivity of a business.** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Use technology to enhance productivity | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 3 minutes | Get Started/Engage | | | Lead In: List ways you use technology every day.  Does using this technology “enhance your productivity”? How? | | | |
| 5 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Discuss the Lead-In question:  Popcorn. Check for understanding (thumbs up/thumbs down). React.  List ways students use technology on the board. Ask them how they make them more productive.  Use an example of how fax machines and text/email. Or photography when film had to be developed and prints made to now with digital images and texting/email/posting online.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 15 minutes for Think-Pair-Share  30 minutes for project | Practice: Provide opportunities to practice independently or in groups | | | In this projects we will explore to use technology to enhance productivity in business.  Students are provided an article and asked to read part of the article. (Think-Pair-Share). After they read their part, they will share their part of the article.  Teacher will check for understanding and review the highlights of the article stressing the results of using technology in a way that enhances productivity.  Students are now divided into pairs and are given a scenario.  They have recently been hired by a manufacturing company to develop ways the company can use technology to have their employees communicate more efficiently and effectively.  Here is the biggest challenge…the company has facilities located in, Boston, Mass., Chicago, Ill., , Phoenix, Arizona and San Francisco, Calf. Employees work day is 8 a.m. – 4:30 p.m.  Note: Each office is located in cities with different times.  The employees need to communicate regularly throughout the day with little notice and often need to show each other photos and/or short video of products.  The company feels it’s too expensive to fly employees to one location for meeting. | | | |
| 15 minutes | Check for Understanding: Monitor what is being learned | | | Teams will present their ideas to the class. They will also write their ideas on poster paper for the presentation. Posters will be displayed around the classroom. | | | |
|  | Close: Summarize, check, and answer questions | | | Wrap-Up: How will this exercise affect the way you communicate? | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **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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