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| **UNIT: Career Ready Practices** | **LESSON: Consider the environmental, social &****economic impacts of decisions.** | **LESSON SEQUENCE IN UNIT:** |
| **Learning Objective:** |
| **Understand the impact of your decisions****Research how decisions made by companies can impact the all aspects of society** |
| **Content Focus—What will students learn?** |
| Career Ready Practices | Career Cluster Standards | Common Core Learning Standards | Bloom’s Taxonomy |
| Consider the environmental, social and economic impacts of decisions. |  |  | [x] Creating[x] Evaluating[x] Analyzing[x] Applying[x] Understanding[x] Remembering |
| **Lesson Outline—What learning activities will students do?** |
| Time | Sequence | Description of Learning Activity |
| 3 minutes | Get Started/Engage | Lead In question: How do decisions you make impact the environment, society and the economy? |
| 10 minutes | Discover/Explain: Provide new information or demonstrate a skill | Discuss the power and importance people make every day and how they can effect everyone’s lives.Check for understanding (thumbs up/thumbs down). React.Introduce Onondaga Lake. Ask students to find one fact about Onondaga Lake. Share with a partner…popcorn with the class. Explain how decisions made throughout the history of Syracuse and Central New York by many people have gravely affected our community.  |
| 15 minutes | Practice: Provide opportunities to practice independently or in groups | Students are divided into team (2) and asked to research Onondaga Lake. Each team is given one area of importance: Environmental, Social and Economic and tell the impact to Syracuse and Onondaga County in these eras: 1800’s, 1900’s, Today. |
| 10 minutes | Check for Understanding: Monitor what is being learned | Have three areas in the classroom representing the three areas of importance: Environment, Society, EconomyWhen teams are finished a team member writes their findings and is prepared to share with the class.Information is shared in a class discussion.Check for understanding (thumbs up/thumbs down). React. |
| 3 minutes | Close: Summarize, check, and answer questions | Wrap-Up question: List one way you will decide to positively affect the environment, society and the economy. |
|  | Support, Modifications, and Extensions |  |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** |
| Computers/phones, Poster paper, markers |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** |
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