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| **UNIT: Career Ready Practices** | | | **LESSON: Employ valid & reliable research strategies.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Understand why researching trusted sites are important in finding correct information.**  **Develop new ways of finding information.**  **Creating an industry correct job posting.** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Employ valid and reliable research strategies. | |  | | |  | | 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: What is necessary to be successful when doing research?  How do you know if you’re using a reliable or trusted site? | | | |
| 5 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Review the Lead In questions. Popcorn.  Ask students to write down three places they get information.  Ask students to share with a partner.  Review… Check for understanding (thumbs up/thumbs down). React. | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | Give students details on the project: Students will work in pairs and be assigned a “career job” in manufacturing to research.  Scenario: Students are co-owners of a manufacturing company. The company is growing and they are in need of hiring a new employee. Students will research the assigned “career job” for information needed for a “job posting” they will post.  Examples will be given. Students should also research job listing online for examples (indeed.com, monster.com)  Students should use “valid and reliable” research strategies for this project.  The job listing can be written on big paper and be posted in the classroom, or typed and posted on the class blog. | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will use Lead In and Wrap-Up questions and work with teams as needed to check for understanding. | | | |
|  | Close: Summarize, check, and answer questions | | | Wrap-Up: What surprised you about the career job your researched? | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computers, supplies to make posters. | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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