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| **UNIT: Career Ready Practices** | | | **LESSON: Introduce Career Ready**  **Practices** | | | **LESSON SEQUENCE IN UNIT: 1A** | |
| **Learning Objective:** | | | | | | | |
| **Students will be familiar with The Career Ready Practices (framework for the developmental experiences**  **necessary to becoming career ready)** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
|  | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
|  | Get Started/Engage | | | Begin with the question: What are some common characteristics of all successful employees, no matter what field they’re in? | | | |
|  | Discover/Explain: Provide new information or demonstrate a skill | | | Have students answer the beginning questions with a partner.  Share their responses with the class | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | Teacher will pull up the Career Ready Practices on the Smart Board or overhead. They can be found on the District Website under Quick Links – CTE Programs – found on the right side of the page  In pairs or small groups, students will discuss one CRP that was assigned to them. They will introduce their CRP and share out what it means to them. The class and teacher will have a chance to respond. | | | |
|  | 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 | | | |
|  | Close: Summarize, check, and answer questions | | | Ticket out the door.  Are Career Ready Practices something you believe should be taught in school? Why or Why not? | | | |
|  | 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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