**Chinle High School**

**Instructional Planning**

**(Daily and/or Multiple Day Lesson Plan)**

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| **paws watermark2Teacher:** L. Yazzie, S. Jimmy, T. Kraus, A. Anderson, B. Tso, B. Lee, A. Nelson  **Subject:** Career Exploration | | **Date(s):**  TBD (1/27/15-1/30/15) **Unit:** How do I get there from here? | |
| **Focused Learning: (Learning Target)** | **Strand/Domain/Standard/Objective** | | **ESS Accommodations/Tier III Interventions:** |
| **EAST (Declarative): What is it the students will learn**  I am going to compare my occupational wages to my cost of living expenses.  **SOUTH (Procedural): How the student will learn it**  I will show that I can do this by completing the Reality Check Assessment in AZCIS to include in my Educational Career Action Plan (ECAP).  **WEST (West): How the student will know if they mastered it**  To know how well I am doing this I will:   * Calculate my estimated life expenses * Complete my reflection in ECAP * Save my results from Reality Check in AZCIS   **NORTH (North): Reflection of the learning by the student**  It is important for me to know this because I will need to analyze my career choice with my cost of living. | **Career Technical Education Standards:**  **(CTE Subjects)**   |  |  | | --- | --- | | 2.0 | Explore a variety of occupational areas |  |  |  | | --- | --- | | 2.1 | Demonstrate the use of technology and other resources to research and obtain career information |  |  |  | | --- | --- | | 2.2 | Research occupations within Career Pathways and Career Clusters |  |  |  | | --- | --- | | 2.5 | Create a financial plan to reach at least one career option. | | | * One-on-One assistant with teachers * Peer-to-peer discussions * Preferential Seating for students struggling |

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| **Specific examples of Learning Activities:** |
| *(I Do, We Do together, You Do together/You Do alone) Instructional Supports if any (ESS Accommodations, Tier III Interventions, etc…)*  **Bell Work:**  “Reality Check- Do the Math”  Calculating Adding, Dividing, Multiplying, and rounding to the nearest cent.  **Class Discussion:**   1. *Ask students if they have ever done a budget? How do they do a budget?* 2. *Explain to students that they will be learning about managing their expenses and the realistic expenses of living the lifestyle they idealize.*   **Activity:**  Pass out “Reality Check Worksheet” to students and explain instructions. (10 minutes to complete) Answers will vary and should be the student’s ideas of what they feel are their monthly expenses.  **Video:**  PREPARE- Using your Eno Boards run the video for everyone to see on the AZCIS Reality Check site.  **AZCIS:**   1. Students will log into AZCIS and go to 🡪 Assessments 🡪Reality Check 2. Show students how to go to Reality Check and click on the button “Get a Reality Check”. Have student complete the assessment. 3. After Student have completed the assessment show students the button to save their work.   **Think-Write-Pair-Share:**  I Do:   1. Provide students with the discussion questions “Think-Write-Pair-Share”. 2. Model for students your expectations of what you expect them to do.   We Do:  Discussion:   1. *How many of you will be able to work in the occupation you are most interested in with the lifestyle preferences and associated expenses you expect?* 2. *If you will not be able to do this, what will you consider changing?* 3. *How many of you might have to revise your plans?* 4. *Will you revise your spending habits or goals? Why?*   You Do:  Reflect in their ECAP “What did you learn about yourself from the career assessment you used?” Be sure to include the date and the title “REALITY CHECK”. |