**Chinle High School**

**Instructional Planning**

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

|  |  |  |
| --- | --- | --- |
| **paws watermark2Teacher:** Serena Jimmy **Subject:** Career Exploration **Date(s): Unit:** Attendance Policy | | |
| **Focused Learning: (Learning Target)**  All 4 directions explicitly written to address all components of the learning of the state approved Strand/Domain/Standard/Object | **Strand/Domain/Standard/Objective** | **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…) |
| **EAST (Declarative): What is it the students will learn**  I will describe a workplace attendance policy.  **SOUTH (Procedural): How the student will learn it**  I will show that I can do this by using the CHS handbook to define, identify consequences and list the procedures from the CHS attendance policy.  **WEST (West): How the student will know if they mastered it**  To know how well I am doing this I will create an attendance policy for my business that must include consequences and procedures for a workplace.  **NORTH (North): Reflection of the learning by the student**  It is important for me to know this because it gives me a better understanding of what an actual workplace attendance policy that would be in place. | **Common Core State Standards:**  **(English Language Arts & Math)** | **I Do:** Give students the handout to look through the student handbook to find definitions listed on the graphic organizers.  **We Do:** Group students into 6 groups. Number students 1 through 6 and assign each group a term to list procedures at the high school and also to determine what they think the consequences are for the school. Have students share with the class so that each student fills in their information in their notes.  **You Do:**  Have students make mini booklets of the attendance policy for an ideal workplace. You will need papers to make a mini booklet. |
| **CCSS Implementation of Anchor Standards for Reading & Writing and Mathematical Practice:**  **(All Subject Areas)** |
| **Arizona State Standards:**  **(Social Studies, Science, Fine Arts, Etc.)** |
| **Career Technical Education Standards:**  **(CTE Subjects)**  8.0 Analyze and Develop Legal and Ethical Behavior  8.1 Describe a work place attendance policy | ESS Accommodations: Tier III Interventions:  Model for students a booklet you could create. Group student with another student. Provide sentence frames to organize information. More time on project. Given only important attendance policies rather than everything. |
| **Specific Evidence from the student to be assessed for a grade: (In order of relevance: Written, created, test, quiz, verbal etc…)** | | |
| Quiz:   1. Appearing for work no sooner than 5 minutes prior to the start of the shift and no later than the start of the shift is \_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Attendance Policy 3. Truant 4. Tardy 5. Social Contract 6. The end result of violating an expected behavior or rule is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 7. Truant 8. Tardy 9. Consequences 10. All of the responses 11. Truant is 12. your parent(s) aren’t aware of your absence from school 13. a student absent without permission 14. Ditching 15. All of the above | | |