**Chinle High School**

**Instructional Planning**

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

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| **paws watermark2Teacher:** Serena Jimmy **Subject:** Career Exploration **Date(s): Unit:** Education and Training |
| **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 identify program of study related to a different occuapation.**SOUTH (Procedural): How the student will learn it**I will show that I can do this by defining different training options to assist in researching occupations programs of study.**WEST (West): How the student will know if they mastered it**To know how well I am doing this I will go to AZCIS to locate information about possible Programs of Study.**NORTH (North): Reflection of the learning by the student**It is important for me to know this because I need a plan after high school to determine my education plan. | **Career Technical Education Standards:****(CTE Subjects)****2.0 Explore a variety of occupational areas**2.4 Identify the skills, educational requirements and program of study related to different occupations**Preparation**Reserve computer lab with computer projector enabledEstablish CIS portfolios before this lessonFamiliarize yourself with the vocabulary used to describe post-secondary education and training options by reviewing the Glossary on the CIS homepage**Print:*** Further Education and Training Worksheet
* Education and Training Worksheet
* Occupational Research Worksheet

**Print instructor's copy of:*** Further Education and Training Answers
* Education and Training Answers (the second page of the Education and Training Worksheet)
 | **Steps**1. Show PowerPoint (PPT) Slide 1. Explain that the goals of this lesson are to familiarize students with the array of post-secondary training options available and to familiarize them with the training requirements of occupations of interest to them.
2. Ask students to brainstorm a list of the types of post-secondary education and training options with which they are familiar. Write these on the board.
3. Show PPT Slide 2, and distribute the *Further Education and Training Worksheets* to students, explaining that the chart displays various levels of education and training required for occupations*.*
4. Instruct students to form pairs and fill in the blanks on the chart to the best of their abilities, writing a definition and a training length for each word. Encourage students to record their best guess if they are not sure.
5. Show PPT Slide 3. Review the answers and answer students' questions. Discuss the links between these terms and terms they may have mentioned or heard of such as: entry requirements, retraining options, non-traditional students, and tuition. Discuss in detail any vocabulary that is not familiar to the students.
6. Show PPT Slide 4. Discuss the concept of "lifelong learning" and ask students for examples of adults they know who are gaining new skills or retraining.
7. Define and discuss night school, part-time study, and distance education.
8. Show students how they can find programs of study and training associated with an occupation that interests them by clicking on Programs of Study under the Related Information column within CIS Occupations.
9. Explain to students that if they know the name of a school and want to find out whether it offers a particular program, they can use CIS U.S. Colleges & Universities (and State Colleges if available) to find the school and investigate the programs of study it offers. They can also use the CIS Undergraduate School Sort, sorting by Majors. (Undergraduate School Sort can be found in either Colleges component.)
10. Show PPT Slide 5. Ensure that students understand how to navigate CIS then distribute the *Education and Training Worksheets*. Ask students to log into CIS using their personal usernames and passwords and complete this worksheet in pairs, using the tools mentioned above.
11. Show PPT Slide 6. Show students the correct answers and discuss any sources of confusion.
12. Show PPT Slide 7. Distribute the *Occupational Research Worksheets*and ask students to use it to:
	* Research two occupations of interest,
	* Identify the required training for these two occupations, and
	* Find three or four schools that offer training for these programs.
	* Ask students to share their findings in groups of four.
	* Ask students to share what they learned in this lesson with the whole class.
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| **CCSS Implementation of Anchor Standards for Reading & Writing and Mathematical Practice:**ELA: Reading Informational Text, Speaking and Listening, and Writing |
| **Arizona State Standards:****(Social Studies, Science, Fine Arts, Etc.)** |
|  | 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.  |
| **Specific Evidence from the student to be assessed for a grade: (In order of relevance: Written, created, test, quiz, verbal etc…)** |
| 1. Use the Education and Training Beyond High School Scoring Guide to evaluate student work.
2. Upload the document into AZCIS files
3. Students enter their reflections about this activity in the “**What are the preparation requirements for occupations that interest you**?” text box within the Research Options section of Career Plan.
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