**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:** Bulls Eye Chart |
| **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 evaluate individual strengths, values and personality traits.**SOUTH (Procedural): How the student will learn it**I will show that I can do this by discovering the many layers of qualities and characteristics that make up my unique identity.**WEST (Contextual): How the student will know if they mastered it**To know how well I am doing this I will review the definitions of the bull’s eye chart to identify the qualities of a famous person.**NORTH (Experiential): Reflection of the learning by the student**It is important for me to know this because I need to understand how my unique identity is a necessary and ongoing part of any rewarding life.  | **Career Technical Education Standards:****(CTE Subjects)**1.0 Evaluate Individual Strengths, Values, and Personality Traits1.1 Evaluate the importance of a positive self-concept1.2 Explore and relate personal achievements, interests and skills to career options | **Bell Work:** Define Passions, Values, Traits, Skills, Aptitudes, Roles, Occupation, Vocation **Introduction:**Read page 24-25Review the definitions on page 26 as a class.**I Do:** Create a bull’s eye chart of yourself to model for everyone. Reinforce the terms as you model.**We Do:** Create a bull’s eye chart of a celebrity as a class to complete as a practice/guide in a whole group.**You Do:** Ask students to make a collage representing their own passions, values, personality traits, strengths, skills and aptitudes, roles, occupations and vocations. You will need an assortment of magazines, scissors, glue, paper or poster paper.Hang up the collages with no names and have a gallery walk to try to identify which collage belongs to each classmate.  |
| ESS Accommodations: Tier III Interventions:Graphic organizer of the definitions using Cloze strategyGrouping with groupsTeacher assistance with You Do |
| **Specific Evidence from the student to be assessed for a grade: (In order of relevance: Written, created, test, quiz, verbal etc…)** |
| Students will complete a collage of their bull’s eye chart referring to the new concepts for this unit.Quiz students on the terms and possible responses to match the terms. |