**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:** Personality | | |
| **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 how personality traits, behavioral styles and personal values influence work habits.  **SOUTH (Procedural): How the student will learn it**  I will do this by completing a self-assessment to determine my personality type.  **WEST (Contextual): How the student will know if they mastered it**  To know how well I am doing I will assess my results to create a poster of careers that may fall within one of the five personality sections.  **NORTH (Experiential): Reflection of the learning by the student**  It is important to do this because careers are separated by the Holland's Code based on a person’s personality. | **Career Technical Education Standards:**  **(CTE Subjects)**  1.0 Evaluate Individual Strengths, Values, and Personality Traits  1.3 Evaluate how personality traits, behavioral styles and personal values influence work habits | **I Do:** Explain to the students John Holland and his development of “Holland’s Code” and how it is used to career counseling. Emphasize to the students that if they pay for a career counselor they may get a comprehensive assessment of their code and personality traits related to a career. Read the instructions out loud.  Vocabulary Word Wall: Traits- emphasize the definition “A characteristic of a person.”  **We Do:** Have students complete the “Personality Mosaic” worksheet by circling their personality statements and score. (20 Minutes)  Once students begin to complete the assignment, group students in equal shares (2-3 per group). Get equal shaped triangles to create a 6 figured polygon as seen on the website.  Three requirements:   1. Title 2. Personality Traits 3. 10 careers fitting this personality   Have groups share with the class to make a diagram for display in the room.  **You Do:**  Write a one page summary of why or why not their career/job would be connected with their personality. State a claim, and provide three reasons defending their claim.  Have students update their bulls eye chart. |
| ESS Accommodations: Tier III Interventions:  Teacher assistance with a definition of passions, TPS to come up with a better understanding of the topic, provide student with a sentence starter to begin their essay. Decrease the size of the essay in the short amount of time allotted. |
| **Specific Evidence from the student to be assessed for a grade: (In order of relevance: Written, created, test, quiz, verbal etc…)** | | |
| Written summary of their personality using Claim, Support | | |