**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:** Strengths | | |
| **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 statements using adjectives to explain how I use my strengths.  **WEST (Contextual): How the student will know if they mastered it**  To know how well I am doing I will complete 10 sentences with the adjectives provided with an explanation.  **NORTH (Experiential): Reflection of the learning by the student**  It is important to do this because we all use different strengths in different situations, even those that we aren’t comfortable using to build our confidence and self-esteem. | **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:** Provide an example of three that you would use as a teacher.  I am decisive when I choose my wardrobe.  I am spontaneous when I play with my little brother.  I am sensitive when I help my friends with a problem.  **We Do:** Have students create a statement using  I am creative when I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **You Do:**  Give some time for students to complete the worksheet.  Presentation have students share with the class statements.  Ask students to share their statements to the class to help them realize that, in some circumstances, they are capable of displaying almost any character trait.  This knowledge helps to build their confidence and self-esteem. |
| 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…)** | | |
| Completed sentences using statements with an explanation. | | |