**Intentional Daily Lesson Plan**

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**Digital Information Technology**

**Date: May 14. 2019**

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| **Content Standard(s)/ Benchmark**  Define / Discuss with Learners  Post to Board | | **Prior Knowledge Existing**: | **Learning Goals/Objectives**  Define / Discuss with Learners  Post to Board |
| 11.0 Investigate individual assessment and job/career exploration and individual career planning that reflect the transition from school to work  11.01 Investigate/research personal skills and aptitudes in comparison with various business-related job and career options and present.  education and workplace experience.  11.05 Demonstrate an awareness of specific job requirements and career paths (e.g., requirements, characteristics needed) in business environments.  11.06 Investigate/research the potential impact of local and global trends on career plans and life goals. | | * Microsoft Suite Programs including Word and PowerPoint. * Computer Searches * Florida Shines Website skills inventory completed (11.01)   **Cognitive Complexity:**  Strategic Thinking & Complex Reasoning.  Evaluative – Student Rubric and Career | Students will be able to:   * Create a career presentation that is the result of exploration and career planning * Investigation of job requirements and career paths established according to interest inventories. Explain, using fraction models, why a given fraction can be multiplied by a version of one to create an equivalent fraction. * Consider research and data on trends related to career plans |
|  | **Students are able to…because teachers…** | | |
|  | * Provide students with tools and opportunities to investigate skills and interests in future careers.   Facilitate the utilization of Florida Shines.  Encourage career exploration and provide opportunities to evaluate positions | | |
|  | **Evaluation Lesson Elements to be Exemplified:**  **Alignment of Resources to Standard: (Domain 1)**  Resources used Florida Shines, Computers (one-on-one), Video (culturally relevant), Various Computer Technologies, Career Exploration, and Microsoft Programs.  Incorporation of traditional and non-traditional digital resources.  *Goal: Resources Overall Positive Impact on teaching of Standards.*  **Identifying Critical Content: (Domain 2)**  Identify standard with Anchor Chart both at the beginning, middle, and end of lesson.  Dwyers Got Talent (Career Exploration 2019) – Dramatic Instruction.  Student generated presentations. Peer Support as needed.  *Goal: Meet need of diverse learners at least 90%.*  **Helping Students Practice Skills, Strategies, and Processes: (Domain 2)**  Teacher provides practice activities to deepen skills.  Examples and Exemplars provided to students.  Students are using their Microsoft and technology skills in an authentic way as they create career presentations.  Deepening knowledge and skills through real world applications, thus increasing confidence.  General requirements provided in writing to allow for execution by all.  Form of presentation open to personal preference and interest.  *Goal: Meet needs of diverse learners at least 90%*  **Conditions for Learning (Domain 3)**  Teacher uses formative assessment.  Students complete rubric for peers.  Student help sessions were provided with peer and teacher.  Student Conferences.  Describe learning targets (scale and reflection by student).  Checklist.  *Goal: Meet needs of diverse learners at least 90%*  **Providing Feedback and Celebrating Success (Domain 3)**  Teacher uses formative assessment and celebrations.  Incentive tickets (St-Door)  Students complete rubric for peers.  Student help sessions were provided with peer and teacher.  Student Conferences.  Describe learning targets (scale and reflection by student).  Checklist.  *Goal: Meet needs of diverse learners at least 90%*  **Establishing and Maintaining Effective Relationships (Domain 3)**  Encourage students to share thinking and perspectives.  Relate content to students lives.  Humor and dialogue positive.  Behavior changes.  Positive classroom.  Additional input from students about St.-Door and career exploration.  Student Survey  *Goal: Meet needs of diverse learners at least 90%*  **Maintaining Expertise in Content and Pedagogy (Domain 3)**  Maintained Professional Development in Business Department (CoP).  Worked on school-wide positive behavior support team.  Assisted with Academic Incentive Committee.  Completed Masters in Curriculum and Instruction.  Continually seek cultural responsiveness and leadership roles.  Identifies strengths and weaknesses in conditions for learning. | | |
|  | **Instructional Strategies/Lesson Activity** | | |
|  | * **Review Standards and Learning Scales**   **Teaching Strategy 1: Discussion Socratic / Students**   * **2019 Newly released most promising fields Medicine, Science, and Technology**   **Teaching Strategy 2: Technology**   * **Video**   <http://search.myway.com/search/video.jhtml?n=784a1b72&p2=%5ECRC%5Exdm107%5ETTAB02%5Eus&pg=video&pn=1&ptb=3FDB9E9F-5921-431D-852B-B92983C19F93&qs=&searchfor=new+careers+2019+and+beyond+video&si=XXXXXXXXXX&ss=sub&st=tab&tpr=sbt&trs=wtt&vidOrd=2&vidId=DDf2vEGly1w>  <https://search.myway.com/search/video.jhtml?n=784a1b72&p2=%5ECRC%5Exdm107%5ETTAB02%5Eus&ptb=3FDB9E9F-5921-431D-852B-B92983C19F93&qs=&si=XXXXXXXXXX&ss=sub&st=tab&trs=wtt&tpr=sbt&enc=2&searchfor=KnZtQUNIwFtKNBCdTIRaFeZucKQQOecyGcw7csvJE3tilhcwqzmVmbkIXERQwXePv19xwdbaJoXymboPP5VGpLRSj8v1D5xQePugMYemQQAFaCZI6UlYJ1uv-BOksXcJsDaHjrLAqM4jHo4PFLcFwh_mDlvZnFasVMSeuHPH-e1JMmgMHUAQfhlYRYeX9T4gkQ8NEayL1CIg_wl3V9B8Xz9PWb8MoXUh9N3dhktxVCw5RBdbQJcFDy0DUS6Be4UWd34y9u5HMeSFTLXWVHWJWhfC-mSj50XjVtRa1W8CmN768GIpVvcgb7D8KOTeDEhad4qnNDCjobnx_yQ8hfWV3Q&ts=1557709108150>  **Teaching Strategy 3: Students doing the Teaching (Flipped Classroom)**   * **Florida Shines for the Future – assessment of interest and skill, college applications and search, transcripts, and more.** * **Re-identify the Career Presentation Check List (minimum expectations and standards alignment)** * **Authentic method for utilizing Microsoft and technology skills.** * **Assessments:** Formative and Peer ***(Student Created Rubric) – Evaluations by Students*** * **Introduction of Dwyer’s Got Career Talent – *Presentations by Students***   **Teaching Strategy 4: Technology Enhanced Learning / Formative**  **Six assigned trainings and exams in GMetrix. 1 more Certiport testing opportunity.** | | |
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|  | **Accommodations or Modifications for Unique Student Needs *(EL, ESE, 504)*** | | |
|  | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | ESOL & ESE Strategies | | | | | | Classroom Resources & Materials | | | **Strategies** | | **Assessment** | | **Other** | |  | | |  | Wait Time |  | Homework |  | Text to Speech |  | Textbook | |  | Note Taking |  | Quiz  Formative with Modifications |  | Directions repeated by teacher and as needed by student |  | Handouts | |  | Graphic Organizers |  | Test |  | Oral Presentation |  | Maps, charts, graphs | |  | Group Work |  | Portfolio |  | Extended Time/ Lesson over several days when needed |  | Thinking Maps | |  | Simple Lang. |  | Folder |  | Paper copies of Vocabulary words |  | Multimedia Projector | |  | Audio Cass. |  | Notebook |  | One on One as needed by support |  | Interwrite Mobi NA | |  | Extra Time |  | Teacher Observation |  |  |  | White Board | |  | Study Guide |  | Project |  |  |  | Literature Books | |  | Peer Tutor |  | Journal |  |  |  | Video clips/DVDs | |  | Repetition |  | Debates |  |  |  | Document Camera | |  | Dictionary |  | Participation |  |  |  | Audio | |  | Role Play |  | Oral Translation |  | Language Dictionaries  Phone Translation Dictionary |  | Power Point Presentation | |  | Visuals |  | Interviews |  |  |  | Reference Posters | |  | Gestures |  | Open Book |  | Verbal encouragement |  | Student Response System (Clickers) NA  LanSchool | | | |
|  | **Resources and Materials** | | |
|  | Student Presentations  Video  Standards and Scales  Formative Assessment  Student Made Rubric  Dwyer’s Got Career Talent Backdrop  GMetrix  Handouts  Exit Ticket  Computers  Printers  Survey  Celebration Tickets | | |
|  | **Lesson Closure**  **Exit Ticket** | | |
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