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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard  **ELPS** (Language Objective) | TEKS: 126.14-126.16  Technology Applications  TEKS: 130.272  Principles of Information Technology  TEK:111.28.13 (Math)  Financial Literacy | TEKS: 126.14-126.16  Technology Applications  TEKS: 130.272  Principles of Information Technology  TEK:111.28.13 (Math)  Financial Literacy | TEKS: 126.14-126.16  Technology Applications  TEKS: 130.272  Principles of Information Technology  TEK:111.28.13 (Math)  Financial Literacy | TEKS: 126.14-126.16  Technology Applications  TEKS: 130.272  Principles of Information Technology  TEK:111.28.13 (Math)  Financial Literacy | TEKS: 126.14-126.16  Technology Applications  TEKS: 130.272  Principles of Information Technology  TEK:111.28.13 (Math)  Financial Literacy |
| **Verb(s)**  - What verbs define the actions students will need to take? | Students will explore: goals, decision-making and other career choices for a successfully future. Students will master each concept with a 70% or better before they can move to the next concept. | Students will explore: goals, decision-making and other career choices for a successfully future. Students will master each concept with a 70% or better before they can move to the next concept. | Students will explore: goals, decision-making and other career choices for a successfully future. Students will master each concept with a 70% or better before they can move to the next concept. | Students will explore: goals, decision-making and other career choices for a successfully future. Students will master each concept with a 70% or better before they can move to the next concept. | Students will explore: goals, decision-making and other career choices for a successfully future. Students will master each concept with a 70% or better before they can move to the next concept. |
| **Vocabulary**  (Academic and Content) | Portfolio, Presentation, Bullets, Inventory, Assessment, Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree, Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision | Portfolio, Presentation, Bullets, Inventory, Assessment, Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree, Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision | Portfolio, Presentation, Bullets, Inventory, Assessment, Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree, Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision | Portfolio, Presentation, Bullets, Inventory, Assessment, Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree, Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision | Portfolio, Presentation, Bullets, Inventory, Assessment, Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree, Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision |
| **Lesson Topic** (Content Objective) | Students will learn to  Creating Various Presentations  Career Portfolio  Student will finalize all computer work to close out the 1st semester. | Students will learn to  Creating Various Presentations  Career Portfolio  Student will finalize all computer work to close out the 1st semester. | Students will learn to  Creating Various Presentations  Career Portfolio  Student will finalize all computer work to close out the 1st semester. | Students will learn to  Creating Various Presentations  Career Portfolio  Student will finalize all computer work to close out the 1st semester. | Students will learn to  Creating Various Presentations  Career Portfolio  Student will finalize all computer work to close out the 1st semester. |
| **ELPS** (Language Objective) | C1E, C4I, C4J, 2C, 4C, 3E | C1E, C4I, C4J, 2C, 4C, 3E | C1E, C4I, C4J, 2C, 4C, 3E | C1E, C4I, C4J, 2C, 4C, 3E | C1E, C4I, C4J, 2C, 4C, 3E |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | 5-7 min  Typing Web, Naviance | 5-7 min  Typing Web, Naviance | 5-7 min  Typing Web, Naviance | 5-7 min  Typing Web, Naviance | 5-7 min  Typing Web, Naviance |
| **Explore:**  **Review (min):** | Ask students why it is important to keep up with good work habits in the future? | Ask students why it is important to keep up with good work habits in the future? | Ask students why it is important to keep up with good work habits in the future? | Ask students why it is important to keep up with good work habits in the future? | Ask students why it is important to keep up with good work habits in the future? |
| **Explain:**  **Guided Practice (min):** | Teacher will provide guidance to students throughout the time utilizing MS PowerPoint. Teacher will assist with the students for brain storming career ideas for the various activities. | Teacher will provide guidance to students throughout the time utilizing MS PowerPoint. Teacher will assist with the students for brain storming career ideas for the various activities. | Teacher will provide guidance to students throughout the time utilizing MS PowerPoint. Teacher will assist with the students for brain storming career ideas for the various activities. | Teacher will provide guidance to students throughout the time utilizing MS PowerPoint. Teacher will assist with the students for brain storming career ideas for the various activities. | Teacher will provide guidance to students throughout the time utilizing MS PowerPoint. Teacher will assist with the students for brain storming career ideas for the various activities. |
| **Elaborate:**  **Independent Practice (min):** | Presentations and a quiz over defined terms  Self-paced learning modules. Pre-test and Post-test for each learning concept.  Login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com)  [www.globaloria.org](http://www.globaloria.org) | Presentations and a quiz over defined terms  Self-paced learning modules. Pre-test and Post-test for each learning concept.  Login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com)  [www.globaloria.org](http://www.globaloria.org) | Presentations and a quiz over defined terms  Self-paced learning modules. Pre-test and Post-test for each learning concept.  Login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com)  [www.globaloria.org](http://www.globaloria.org) | Presentations and a quiz over defined terms  Self-paced learning modules. Pre-test and Post-test for each learning concept.  Login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com)  [www.globaloria.org](http://www.globaloria.org) | Presentations and a quiz over defined terms  Self-paced learning modules. Pre-test and Post-test for each learning concept.  Login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com)  [www.globaloria.org](http://www.globaloria.org) |
| **Evaluate:**  **Closing (min.):** | Pre-Test  Post-Test  Portfolio  Teacher will monitor if student complete project. | Pre-Test  Post-Test  Portfolio  Teacher will monitor if student complete project. | Pre-Test  Post-Test  Portfolio  Teacher will monitor if student complete project. | Pre-Test  Post-Test  Portfolio  Teacher will monitor if student complete project. | Pre-Test  Post-Test  Portfolio  Teacher will monitor if student complete project. |
| **Reinforcement** | **Materials/ Resources:** | Computer (Internet)  Paper of Notes as needed  Pencil/Pen | Computer (Internet)  Paper of Notes as needed  Pencil/Pen | Computer (Internet)  Paper of Notes as needed  Pencil/Pen | Computer (Internet)  Paper of Notes as needed  Pencil/Pen | Computer (Internet)  Paper of Notes as needed  Pencil/Pen |
| **Homework** | [www.collegeboard.com](http://www.collegeboard.com)  Terminology | [www.collegeboard.com](http://www.collegeboard.com)  Terminology | [www.collegeboard.com](http://www.collegeboard.com)  Terminology | [www.collegeboard.com](http://www.collegeboard.com)  Terminology | [www.collegeboard.com](http://www.collegeboard.com)  Terminology |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | | Self-paced modules allow students to work at student’s individual pace.  ELL and ESL students will be able listen to the information as needed. | Self-paced modules allow students to work at student’s individual pace.  ELL and ESL students will be able listen to the information as needed. | Self-paced modules allow students to work at student’s individual pace.  ELL and ESL students will be able listen to the information as needed. | Self-paced modules allow students to work at student’s individual pace.  ELL and ESL students will be able listen to the information as needed. | Self-paced modules allow students to work at student’s individual pace.  ELL and ESL students will be able listen to the information as needed. |

**\*All lesson plans are subject to revisions and addendums by teacher.**

**\*This lesson plan is designed to be a guide the teacher can use to engage in thoughtful planning of each lesson, to better integrate vertical alignment opportunities, and to ensure high order thinking opportunities throughout instructional timeframes.**