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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 read and or listen to each Everfi module to evaluate content. Students will master each module with a 70% or better before they can move to the next learning module.  Explore Naviance focusing on colleges, career, about themselves, learning styles, etc. | | Students will read and or listen to each Everfi module to evaluate content. Students will master each module with a 70% or better before they can move to the next learning module. Explore Naviance focusing on colleges, career, about themselves, learning styles, etc. | | Students will read and or listen to each Everfi module to evaluate content. Students will master each module with a 70% or better before they can move to the next learning module. Explore Naviance focusing on colleges, career, about themselves, learning styles, etc. | | Students will read and or listen to each Everfi module to evaluate content. Students will master each module with a 70% or better before they can move to the next learning module. Explore Naviance focusing on colleges, career, about themselves, learning styles, etc. | | Students will read and or listen to each Everfi module to evaluate content. Students will master each module with a 70% or better before they can move to the next learning module. Explore Naviance focusing on colleges, career, about themselves, learning styles, etc. |
| **Vocabulary**  (Academic and Content) | | Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree | | Goals, Careers, Interest, Skills, Strengths, Weaknesses, Colleges, Jobs, Assessment, Bureau of Labor and Statistics, Application, Professional, Entrepreneur, Job Outlook, Associate’s degree | | 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 | | Bachelor’s degree, Master’s degree, PhD, Undergraduate school, Graduate school, Aptitude, Attitude, Inclination, Decision |
| **Lesson Topic** (Content Objective) | | What is Financial Literacy? Will I Ever Use It?  Naviance what career path will I choose? | | What is Financial Literacy? Will I Ever Use It?  Naviance what career path will I choose? | | What is Financial Literacy? Will I Ever Use It?  Naviance what career path will I choose? | | What is Financial Literacy? Will I Ever Use It?  Naviance what career path will I choose? | | What is Financial Literacy? Will I Ever Use It?  Naviance what career path will I choose? |
| **ELPS** (Language Objective) | | 2C,4C,3E | | 2C,4C,3E | | 2C,4C,3E | | 2C,4C,3E | | 2C,4C,3E |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening (min)** | | 5-7 min  Typing Web | | 5-7 min  Typing Web | | 5-7 min  Typing Web | | 5-7 min  Typing Web | | 5-7 min  Typing Web |
| **Explore:**  **Review (min):** | | Ask students why it is important to keep up with how much money they spend daily?  Ask students if using a bank or a financial institution is important | | Ask students why it is important to keep up with how much money they spend daily? Ask students if using a bank or a financial institution is important | | Ask students why it is important to keep up with how much money they spend daily? Ask students if using a bank or a financial institution is important | | Ask students why it is important to keep up with how much money they spend daily? Ask students if using a bank or a financial institution is important | | Ask students why it is important to keep up with how much money they spend daily? Ask students if using a bank or a financial institution is important |
| **Explain:**  **Guided Practice (min):** | | Teacher will monitor registration and login process. Teacher will provide registration code and guide students through the initial online module. Teacher will assist with the students for brain storming career ideas. | | Teacher will monitor registration and login process. Teacher will provide registration code and guide students through the initial online module. Teacher will assist with the students for brain storming career ideas. | | Teacher will monitor registration and login process. Teacher will provide registration code and guide students through the initial online module. Teacher will assist with the students for brain storming career ideas. | | Teacher will monitor registration and login process. Teacher will provide registration code and guide students through the initial online module. Teacher will assist with the students for brain storming career ideas. | | Teacher will monitor registration and login process. Teacher will provide registration code and guide students through the initial online module. Teacher will assist with the students for brain storming career ideas. |
| **Elaborate:**  **Independent Practice (min):** | | Students register and login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com) | | Students register and login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com) | | Students register and login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com) | | Students register and login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com) | | Students register and login to  [www.everfi.com](http://www.everfi.com) and work independently.  [www.naviance.com](http://www.naviance.com) |
| **Evaluate:**  **Closing (min.):** | | Pre-Test  Post-Test  Teacher will monitor student growth in each module. | | Pre-Test  Post-Test  Teacher will monitor student growth in each module. | | Pre-Test  Post-Test  Teacher will monitor student growth in each module. | | Pre-Test  Post-Test  Teacher will monitor student growth in each module. | | Pre-Test  Post-Test  Teacher will monitor student growth in each module. |
| **Reinforcement** | **Materials/ Resources:** | | Computer  Paper of Notes as needed  Pencil/Pen | | Computer  Paper of Notes as needed  Pencil/Pen | | Computer  Paper of Notes as needed  Pencil/Pen | | Computer  Paper of Notes as needed  Pencil/Pen | | Computer  Paper of Notes as needed  Pencil/Pen |
| **Homework** | | www.collegeboard.com | | www.collegeboard.com | | www.collegeboard.com | | www.collegeboard.com | | www.collegeboard.com |
| **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.**