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| **UNIT: Technology and**  **Productivity** | | | **LESSON: Technology and Productivity** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **The students will understand how technology can help with productivity, but at what cost.** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| CRP 11  Technology and Productivity | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 15 mins | Get Started/Engage | | | Instructor will go over how Uber has now come to Upstate NY, and how it works with the technology of your phone. Teacher will focus on questions of price, ease of use and convenience, and competition to local taxi companies. Is saving time always beneficial? Mass turnpike has eliminated all toll booths; drivers get a bill in the mail. This saves a lot of time for commuters, but what about toll booth operators that are now unemployed? | | | |
| 5 mins | Discover/Explain: Provide new information or demonstrate a skill | | | Instructor may go over how technology has changed things in the past 100 years, 20 years and even 5 years. Ask students what they think might be the next big thing to change because of technology. | | | |
| 25 mins | Practice: Provide opportunities to practice independently or in groups | | | Have students break up into groups of four. Instructor will give a question on an index card to each group along with a poster sheet.  -**question 1.** Could you survive without your cell phone? Go into details on why or why not.  -**question 2.** What do you think life was like before the internet?  **- question 3.** Do you think technology and robotics may someday replace humans?  -**question 4.** How has technology helped to save lives?  The students will brainstorm in their small groups and answer each question on their poster board. Have them give many examples and analogies. | | | |
|  | Check for Understanding: Monitor what is being learned | | | The instructor will monitor the groups and encourage the students to write down as many ideas as possible. Allow students to put down responses in any form they feel comfortable, paragraph or bullet. Encourage creativity and free thinking. | | | |
|  | Close: Summarize, check, and answer questions | | | Have students tape posters to room wall. If time, go over, or open the next class period with discussion of posters. | | | |
|  | Support, Modifications, and Extensions | | | Teacher may choose groups to help students with IEPs and language barriers. | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Index cards and posters. | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
| What they post on board should show understanding | | | | | | | |