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| **UNIT: Career Ready Practices** | | | **LESSON: Personal health and**  **Financial well being** | | | **LESSON SEQUENCE IN UNIT: #3** | |
| **Learning Objective:** | | | | | | | |
| **Students will be able to attend to personal health and financial well being** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| #3 To attend to personal health and financial well being  #4 Communicate clearly and effectively and with reason  LP for #6 on urban farming can build on this lesson | |  | | |  | | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
|  | Get Started/Engage | | | Begin with the question: What is more important to you  Health or Wealth (money)? | | | |
|  | Discover/Explain: Provide new information or demonstrate a skill | | | Have students describe what it means to them   * “to be Healthy” * “to be financially fit”   Discuss as a class | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | Group discussion – be ready to argue your side (opinion)  Does health and finances go hand in hand? (any correlation)  Are wealthier people more healthy?  Are people living in poverty less health on average?  Prepare a presentation on a Health or Financial topic  Suggested topic will be made by teacher/presenter  Students will prepare a presentation to teach the class about their topic | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will observe and listen to group discussions. Ask questions for understanding and to help groups when necessary | | | |
|  | Close: Summarize, check, and answer questions | | | Presentations | | | |
|  | Support, Modifications, and Extensions | | | This lesson can be a one or two period activity. | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
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| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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