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| **UNIT: Career Ready Practices** | | | **LESSON: Model integrity, ethical leadership &**  **effective management** | | | | **LESSON SEQUENCE IN UNIT: #9** |
| **Learning Objective:** | | | | | | | |
| **Students will be able model integrity and ethical behaviors** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | Bloom’s Taxonomy | |
| #9 Model integrity, ethical leadership and effective management  #4 Communicate clearly and effectively and with reason | |  | | |  | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering | |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
|  | Get Started/Engage | | | Define Integrity and ethics  Begin with the question: In what professions is trust important?   * Have students list some careers/jobs and be ready to explain their choices * Briefly discuss as a class | | | |
|  | Discover/Explain: Provide new information or demonstrate a skill | | | Teacher’s choice (individually, pairs or groups)  Have students describe what it means to them   * “to be ethical” * Is it alright to steal from a friend * Is it alright to steal from Walmart (big business)   Discuss with your partner/group  Share with class  Is “reputation” or “having a good name” important to you? | | | |
|  | Practice: Provide opportunities to practice independently or in groups | | | After living a long life you peacefully pass away. You were fortunate to write your own obituary or eulogy. (Teacher will explain what they are and give an example)  Students will write their own obituary or eulogy to be read at their services. Students will describe their life how they want to be remembered. What do you want said about you at the services?  Students will share their writing with the class.   * Discuss if living an ethical life with integrity is a common theme in most obituaries * Was finances or wealth mentioned * Was family or friends mentioned | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teacher will observe and listen to group discussions. Read student writings and ask questions for understanding and to help groups when necessary | | | |
|  | Close: Summarize, check, and answer questions | | |  | | | |
|  | 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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