|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT: Career Ready Practices** | | | **LESSON: Work productively in teams while using**  **cultural and global competence.** | | | | **LESSON SEQUENCE IN UNIT:** |
| **Learning Objective:** | | | | | | | |
| **Develop ways to solve an authentic problem for a company.**  **Communicate an idea using presentation skills to an authentic audience. (business representatives).** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | Bloom’s Taxonomy | |
| Work productively in teams while using cultural and global competence | |  | | |  | Creating  Evaluating  Analyzing  Applying  Understanding  Remembering | |
| **Lesson Outline—What learning activities will students do?** | | | | | | | |
| Time | Sequence | | | Description of Learning Activity | | | |
| 3 minutes | Get Started/Engage | | | Lead-In: List ways a team works together to be successful. | | | |
| 5 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Discussion of Lead In question.  Popcorn. Check for understanding (thumbs up/thumbs down). React.  Class discussion on the Career Ready Practice parts: Cultural and global competence. Why is having this understand of your teammates and the project necessary to the success of the outcome? Popcorn. Write answers on the board. | | | |
| 30 minutes | Practice: Provide opportunities to practice independently or in groups | | | Assign the “WorkPlace Challenge”: Divide students into groups and give them the challenge. NOTE: Works best when the challenge is authentic. Bring students to the workplace for a site tour and students get the challenge there from the company representative. If that’s not possible, invite representative of the company to the class to give the challenge details.  The WorkPlace Challenge: DARCO Manufacturing is experiencing growth and does not have room for their employees to park. The company has limited options on how to solve the problem. Your team is challenged with innovating ways for the company to solve this challenge. The team should use all skills of working together and being sensitive to all the needs of the company and employees as they develop ways to solve the parking issue.  Each team will be provided an information packet with information about the physical areas of the building and the employees. Students will also be given a budget.  Students should answer the intro questions before starting the project. Questions are provided in the project packet.  Teams should be prepared to present their ideas to representatives of the company. | | | |
|  | Check for Understanding: Monitor what is being learned | | | Teachers will work with teams as needed checking for progress and understanding. Check for understanding (thumbs up/thumbs down). React.  At the start and end of each class period, teams will use Lead-In and Wrap-Up questions to check for understanding. | | | |
|  | Close: Summarize, check, and answer questions | | | Wrap-Up: List one cultural concern DARCO Manufacturing has for employee parking at their facility.  List one global concern DARCO Manufacturing has for employee parking at their facility. | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
|  | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
|  | | | | | | | |