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| **UNIT: Career Ready Practices** | | | **LESSON: Consider the environmental, social &**  **economic impacts of decisions.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| **Understand the impact of your decisions**  **Research how decisions made by companies can impact the all aspects of society** | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Consider the environmental, social and economic impacts of decisions. | |  | | |  | | 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 question: How do decisions you make impact the environment, society and the economy? | | | |
| 10 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Discuss the power and importance people make every day and how they can effect everyone’s lives.  Check for understanding (thumbs up/thumbs down). React.  Introduce Onondaga Lake. Ask students to find one fact about Onondaga Lake. Share with a partner…popcorn with the class.  Explain how decisions made throughout the history of Syracuse and Central New York by many people have gravely affected our community. | | | |
| 15 minutes | Practice: Provide opportunities to practice independently or in groups | | | Students are divided into team (2) and asked to research Onondaga Lake. Each team is given one area of importance: Environmental, Social and Economic and tell the impact to Syracuse and Onondaga County in these eras: 1800’s, 1900’s, Today. | | | |
| 10 minutes | Check for Understanding: Monitor what is being learned | | | Have three areas in the classroom representing the three areas of importance: Environment, Society, Economy  When teams are finished a team member writes their findings and is prepared to share with the class.  Information is shared in a class discussion.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 3 minutes | Close: Summarize, check, and answer questions | | | Wrap-Up question: List one way you will decide to positively affect the environment, society and the economy. | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **Materials and Resources—What do you need to assemble and prepare before the lesson?** | | | | | | | |
| Computers/phones, Poster paper, markers | | | | | | | |
| **Reflection—Did the students learn the content outlined in the lesson focus? Why or why not?** | | | | | | | |
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