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| **UNIT: Career Readiness Skills** | | | **LESSON: Apply Appropriate Academic and Technical Skills.** | | | **LESSON SEQUENCE IN UNIT:** | |
| **Learning Objective:** | | | | | | | |
| Understand the four skills that are necessary for success in college and career.  Academic skills, Life skills, Employability skills, and Technical skills.  • Work in a group to provide examples of the four skills.  • Complete a worksheet with different examples of skills in each of the  four categories.  • Work in a group to discuss why an employer wants to hire people who have these skills.  • Work in a group to plan a way for students to gain these skills. | | | | | | | |
| **Content Focus—What will students learn?** | | | | | | | |
| Career Ready Practices | | Career Cluster Standards | | | Common Core Learning Standards | | Bloom’s Taxonomy |
| Apply Appropriate Academic and Technical Skills. | |  | | |  | | 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: List skills students need to be successful in college and career. | | | |
| 15 minutes | Discover/Explain: Provide new information or demonstrate a skill | | | Open with a discussion on the Lead-In question. Explain the need for students to develop different skills to help make then successful in finding and keeping a career and in college. In this lesson we will focus on 4 skills. **“academic skills, life skills, employability skills, and technical skills”.**  Having a combination of academic skills, life skills, employability skills, and technical skills is important to help you get and keep a job. Show them the Career Ready Practice we will be working on today. “Apply Appropriate Academic and Technical Skills”.  Show this video: <https://www.youtube.com/watch?v=twWcxIfa2zo>  Review the 4 Skills:  *Academic Skills*: Skills and knowledge gained during your education, such as reading or solving  a math problem.  • *Life Skills*: Skills necessary for life, such as balancing a budget, good nutrition, and  determination.  • *Employability Skills*: Skills employers expect you to have, such as being able to work in a group  or meet a deadline.  • *Technical Skills*: Skills specific to a particular job, such as being able to fix a broken car, program a computer, or operate on a patient.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 20 minutes | Practice: Provide opportunities to practice independently or in groups | | | Divide students into 4 groups and assign each group a skill. Have each group come up with five examples of skills in their skill category and write them on their (individual) worksheet.  After completing the worksheet, have the groups take turns giving their examples for each of the skills to compile a class list. Record all the examples for the whole class to see.  Lead a class discussion about applying each of the skill groups to the real world, how using these skills will help in life beyond school.  After coming up with examples of skills in each category, the groups will then discuss and come up with reasons an employer would want to hire a person who had those skills.  The groups will lastly come up with a plan to build or acquire at least two of the skills. | | | |
| 5 minutes | Check for Understanding: Monitor what is being learned | | | The whole class will come back together and the groups will present their ideas.  Check for understanding (thumbs up/thumbs down). React. | | | |
| 3 minutes | Close: Summarize, check, and answer questions | | | Wrap-Up question: Describe how you can apply what you’re learning in an academic class (math, science, global or english) in a career. | | | |
|  | Support, Modifications, and Extensions | | |  | | | |
| **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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