**ELA LESSON PLAN**

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| **OVERVIEW** | | | | |
| **Lesson Title: College Exploration** | | **Unit Title: College and Career Exploration** | | |
| Lesson #: 4 | CCRS and GLE Range: GLE 6-8, D | Class Level: Intermediate | | |
| Length of Lesson in # of Hours: 3-4 hours # of Classes: 2 | | Teacher(s): | | |
| **STAGE 1 – PLANNING for DESIRED RESULTS** | | | | |
| **LESSON OBJECTIVES** | | | | |
| **Lesson rationale:** Students (Ss) will be able to research a specific college or workforce development program that directly connects to their career interest and professional goal(s). Ss will research, evaluate, and identify specific questions directly related to their academic program. The information Ss gather will help them understand the complicated, yet rewarding process of applying, enrolling, and participating in a higher education program. Ss will be able to summarize and synthesize their research to create a cheat sheet for their academic program that includes an introduction, program overview, and conclusion.  *By the end of this lesson, students will be able to:*  **Academic Skills and Critical Thinking**   * collect and gather research and evidence on their academic program * scan, note take, and summarize * navigate technology * design a program cheat sheet for future students * develop academic vocabulary | | | | |
| **CCR LEVEL-SPECIFIC STANDARDS THAT SUPPORT AND ALIGN WITH THE LESSON OBJECTIVES** | | | **KEY INSTRUCTIONAL SHIFTS**  *addressed in this lesson* | |
| R.10.D  W.7.D, W.6.D  L.6.D  SL.1.D | | | |  |  | | --- | --- | | **X** | **Practice with complex text and its academic language** | | **X** | **Ground reading, writing, and speaking in evidence from literary and informational texts** | | **X** | **Build knowledge through content-rich nonfiction** | | |
| **ESSENTIAL QUESTION(S)** | | |
| College costs are rapidly increasing, is college more important for my future or is financial independence more important for my future?  What if college isn’t for me, do I have any other options to continue my success?  How do my goals connect with each other? | | |
| **PRIOR KNOWLEDGE NEEDED** | | | | |
| Ss have worked with their career advisor on defining their skills and interests. Ss have completed a career interest exploration activity. Ss have also written an expository text and have had continual practice composing summaries. Utilizing their prior knowledge in this unit, Ss will be able to conduct research on an academic program and design an authentic text to demonstrate their learning, as well as support future Ss. | | | | |
| **STAGE 2 – EVIDENCE of LEARNING** | | | | |
| *Ways that students and I will know the extent to which objectives have been met:*   * note taking * individual and small group work/discussions * completion of the academic research chart * creation of an academic program cheat sheet | | | | |
| **STAGE 3 -- ACTION** | | | |
| **Introduction (15 minutes):**  Teacher (T) explains to students (Ss) that they will research an academic/vocational program that is relevant to their skills and interests. T begins by asking Ss to brainstorm words that come to mind when they think of college. T gives Ss 30 seconds to generate a list. T then has Ss share out the words that they came up with. Ss shout out words, T adds them to the worldle-word cloud (<http://www.wordle.net/>). After, T and Ss discuss why some words are larger than others. Significant versus less significant. This leads into an Essential Question brief discussion:   * College costs are rapidly increasing. Is college more important for my future or is financial independence more important for my future? * What if college isn’t for me; do I have any other options to continue my success? * How do my goals connect with each other? | | | |
| **College Program Modeling (25 minutes) :**   * T projects different images of careers. T asks Ss to identify the careers they see. Next, T has Ss individually organize the careers into categories: degree or certificate (review of academic vocabulary). As a whole class Ss discuss where they placed each career and the reason why. To close, T asks, does it matter if you get a degree or a certificate? Why or why not? * T explains that Ss will use their chosen college’s website to gather evidence and complete the academic program chart. The overall assessment will be an academic program cheat sheet. * T walks through the academic program chart. To make the modeling participatory, T asks Ss Q, “Where can we find the information?” T does this with each topic. Ss summarize the answers in their own words. T inputs the information. T will give the completed chart to Ss as a reference. * After modeling, T negotiates understanding. Ss then move into individual research work.   **Individual Research (45 minutes):**   * Ss work individually. * Ss research their academic program. Ss use the academic program chart to take notes and document their resources. * Ss compile their notes and create a cheat sheet for their academic program. (Note: Depending on Ss technological abilities, T and/or the computer instructor will model how to use the cheat sheet program. Ss will utilize their expository writing skills to produce this text). * T walks around to support and assess understanding. | | | |
| **Closing-Transactive Thinking (20 minutes):** To close, Ss complete a whole class reflection:   * Is college necessary for a *successful* future? Why or why not?   **Key vocabulary:**   * associate’s, bachelor’s, certificate, financial aid, grant, scholarship, loan, tuition, fees * additional vocabulary will be chosen by students and added to their personal vocabulary lists *and* the class vocabulary list | | | |
| **Resources:**   * college websites (Ss choice) * college research chart * academic program chart-model and blank * academic program research steps-only if necessary * <https://www.cheatography.com> * <http://www.wordle.net/> | | | |
| **POST-TEACHING REFLECTION --** To be determined after lesson is conducted. | | | |