

## Lesson Plan Template

<b>Grade: 11, 12</b>		<b>Subject: Financial Literacy – Job Interview</b>	
<b>Materials: Interview Questions, UMary Teacher Portfolio</b>		<b>Technology Needed: Teacher Computer, Student Phones/Computers</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>• C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations</li> <li>• C:A2.2 Apply job readiness skills to seek employment opportunities</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>• Aid student in thinking deeper about answers.</li> <li>• Peer collaboration</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>• Student will provide deep, thoughtful answers.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>• Challenge student for deeper, more thoughtful answers.</li> <li>• Challenge student to consider answers for both college and career interviews.</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual - powerpoint</li> <li>• Kinesthetic – Kahoot</li> <li>• Auditory – Direct Instruction</li> <li>• Technology Integration</li> <li>• Peer Collaboration</li> </ul>	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>• By the end of the lesson, the student will realize personal abilities, skills, interests, and motivations and apply the new knowledge to job interview questions.</li> <li>• By the end of the lesson, the student will understand different kinds of interview questions and apply new knowledge to a mock interview.</li> </ul> <p>Bloom's Taxonomy Cognitive Level: Applying</p>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Pair up at table groups</li> <li>• Students who do not have a phone may use a computer or pair with a partner</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• All students are expected to participate in the Kahoot</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
2	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Pull up Kahoot <a href="https://kahoot.com/welcomeback/">https://kahoot.com/welcomeback/</a>            - Username (Ms.JCB) Game pin (1451565)            - Have students get logged on to Kahoot game</li> <li>• Pull up Student Assessment Portfolio on <a href="http://www.umary.edu/">http://www.umary.edu/</a> / <a href="http://nicolnieuwsmawebly.com/">http://nicolnieuwsmawebly.com/</a></li> <li>• Pull up Interview powerpoint</li> </ul>		
10	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Refer back to yesterday and discussion on how appearance does matter</li> <li>• Take Kahoot Quiz. Discuss statistics – things that were surprising to students</li> </ul>		
15	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Go over Interview powerpoint</li> <li>• University of Mary Student Teacher Assessment Online Portfolio example</li> </ul>		
15	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> <ul style="list-style-type: none"> <li>• Handout interview questions sheets</li> <li>• Students ask a table partner the interview questions on their sheet. Students may swap sheets.</li> <li>• If students are getting bored, have students actually answer the interview questions on their sheet with detail and thought. This will be handed in.</li> </ul>		
3	<b>Review (wrap up and transition to next activity):</b> <ul style="list-style-type: none"> <li>• Review some important points of interview – professional dress, sell self, do homework, be prepared</li> <li>• Remind students to please hand in the interview sheets that they answered.</li> </ul>		

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	<ul style="list-style-type: none"><li>• Ask for any questions.</li></ul>
<p><b>Formative Assessment: (linked to objectives)</b> Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"><li>• Make note of questions students asked</li></ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"><li>• If needed, have students actually answer the interview questions and turn it in.</li></ul>	<p><b>Summative Assessment (linked back to objectives)</b> End of lesson:</p> <ul style="list-style-type: none"><li>• Mock interviews</li></ul> <p>If applicable- overall unit, chapter, concept, etc.: none</p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	