

Merced County ROP: Standards-Based Lesson Plan

LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Lisa Escobedo	100 minutes

Lesson Title	Unit Title and Number
Who Am I?	II. Career Development B.1- Self-Assessment

CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: Career Preparation, Job Acquisition and Retention – Goal Setting 1.3.3 BC: Employability Skills – Teamwork 1.5.6
English Academic Standard(s)	
Math Academic Standard(s)	

LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

1. Complete a self-assessment related to work values and qualities and complete a plan to improve areas of weakness.
--

LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

<ol style="list-style-type: none"> 1. This exercise will help students identify: <ol style="list-style-type: none"> a. their multiple intelligences preferences b. areas of strengths c. areas for development.
--

INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> 1. Who Am I? booklet (set for the class) 2. Poster paper 3. Magazines, crayons, markers, etc.. 4. Glue, scissors
Student Needs:	<ol style="list-style-type: none"> 1. Pencil 2. Who Am I? booklet 3. Poster paper 4. Magazines, crayons, markers, etc.. 5. Glue, scissors

ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

	<ol style="list-style-type: none"> 1. How can knowing your major intelligences assist you in reaching success on the job and in your personal life? 2. How can personal qualities help you in developing effective job skills?
--	--

FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> 1. Ask the class how many students can ask themselves “Who Am I?” and answer it with honestly and true self-knowledge? 2. Ask students to list the advantages of knowing your strengths and interest areas.
Presentation	<ol style="list-style-type: none"> I. Hand-out: Who Am I? Book <ol style="list-style-type: none"> A. Show class how to do part one in booklet and repeat for part two. B. Do one example together. C. Have students complete balance of each part of the book on their own.
Application	<ol style="list-style-type: none"> I. Students will complete and answer score sheet in part one: Where Does Your True Intelligence Lie? II. Students will group together by common intelligence and design a collage representing the characteristics of their selected intelligence. <ol style="list-style-type: none"> A. Students will present their collage to rest of class. III. Students will complete: Self-Assessment Inventory of My Personal Qualities
Testing and Assessment	<ol style="list-style-type: none"> 1. Students will have completed part one and two of their booklets with satisfaction of the teacher. 2. Multiple Intelligence collage presentations. 3. Have students review their results in the book periodically throughout the year to evaluate if they are making improvement or changes.

INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, visual, and kinesthetic
Bloom's Taxonomy	Analysis, comprehension, and knowledge
Six A's	Academic rigor, Applied learning, and Active exploration

HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

1. Students will complete part two of Who Am I? booklet