

TECH CAREERS LESSON PLAN TEMPLATE

Course Name: Ignite (Innovation & Wellness Special)

Time Frame (in minutes): 100 minutes

Unit/Theme: Career Development/ ELA

CONTENT AND SKILLS
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Summarize an article about a job involving computer science. Explore how to use Read & Write for Google Chrome as a learning aid. Utilize a variety of Google Docs features to create, revise, and share your article summary. Compare & evaluate the software used. Suggest ways to improve the usability of a software program.
<p>Essential Questions:</p> <ul style="list-style-type: none"> How is technology changing the jobs we do (in the world and as students)? How can technology skills impact me now and in my future? How can the use of digital tools enhance my learning & ability to communicate? How can technology be improved to better meet the needs of its users?
<p>Students I can statements . . .</p> <ul style="list-style-type: none"> I can use Read & Write to help me read and understand a text. I can create and edit a Google Doc to share my writing and ideas. I can make my Google Doc look visually appealing. I can critique the software I used and suggest improvements.
<p>How will you meet the needs of SWD and ELL/MLL students?</p> <ul style="list-style-type: none"> Use of Read & Write How To videos embedded throughout the tasks Vary learning model- the lesson is designed to be self-paced with learning partners/coaches. This allows the teacher to be able to pull aside a small group of students who may need more guided support. Use of sentence stems for communicating with partners and writing. Modified Task List (with less tasks required or tasks chunked into smaller parts) Visual model of final product or graphic organizer (Google Doc) to modify rather than a blank Doc.
<p>Content Standards</p> <p>List all standard indicators (do not need standard statement)</p>
<ul style="list-style-type: none"> 4R2- Determine a theme or central idea of text and explain how it is supported

by key details; summarize a text. (RI&RL)

- CDOS Standard 1- Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

- 4-6.IC.6- Identify and explain ways to improve the accessibility/usability of a computing device/software application for the diverse needs and wants of users.
- 4-6.IC.7- Identify a diverse range of role models in computer science.
- 4-6.DL.4- Use a variety of digital tools to create and revise digital artifacts.
- 4-6.DL.5- Identify common features of digital technologies.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SEL Benchmarks2022.pdf>

- 3-5.1A.2a- Identify a range of increasingly complex emotions and possible causes.
- 3-5.1B.2a- Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests...
- 3-5.3B.2a- Identify and apply decision-making steps that consider the impact on self and others.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

Day 1:

Ignite Learning (Anticipatory Set) (10 minutes)

- Show images of examples of technology that have made people's lives easier/more accessible.
 - Ask students how these items are the same?
- Ask students to give a thumbs up if they have ever been frustrated when asked to read and summarize an article in class? What caused your frustration?
- Have students complete the Self-Rating Scale to rate how successful they feel with the following skills:
 - Reading information online
 - Taking notes about what I read
 - Understanding what I read

- Revising my writing
- Tell students that today they will be learning about a digital tool that will make reading and summarizing an article more accessible for everyone.
- Preview learning target for the lesson (I-can statements)

Work Time (30 minutes)

- Students will watch the overview video about Read & Write
- Students choose an article of interest to them from the provided choices and use Read & Write to help them read, highlight, and summarize the article.

(4-6.DL.4)

- Provide students with the Read & Write Task Flow Chart to help them learn how to use Read & Write. This is a self-paced activity.
- Students who finish early may read another article and explore more tools on the Read & Write Toolbar.
- While reading the article about a person's job in computer science, students will highlight information about the job and skills needed to perform this job.

Wrap-Up (Reflection): (10 minutes)

- Put students homogenous groups of 3-4 (based on the article that they read)
- Have groups discuss and prepare to share out on the following:
 - Summarize the job you learned about today **(4-6.IC.7)**
 - Share how Read & Write aided you as a learner

Day 2:

Ignite Learning (Anticipatory Set) (5-10 minutes)

- Show students an image of the Read & Write toolbar and Google Docs toolbar.
 - What do you notice?
 - How are they similar, how are they different? **(4-6.DL.5)**
 - Review Read & Write toolbar: tools and their functions
 - Discuss any tools and their functions that students are familiar with on the google docs toolbar.
- Introduce today's task along with learning standards.

Work Time (30 minutes)

- Students will use this time to take their highlighted notes from yesterday and use them to summarize their article and reflect on the skills that they possess that would
- Students will revise their Google Doc to make it more visually appealing by changing the font, organizing information (heading, bullets, etc), adding an image, and using spelling & grammar check. **(4-6.DL.4)**
- Once finished, students will share their writing with their teacher & complete their Day 2 Post Rating Scale.

Wrap-Up: (10 minutes)

- Put students in random groups of 3-4 and have them discuss the following:
 - Which software application (Read & Write or Google Docs) did you find more difficult to use? How would you change it to make it better for its users? (4-6.IC.6)
 - How can the skills I currently have and that I possess help me now and in a future career (possibly one that you learned about)? (4-6.IC.7)
- Share-out as a whole class.

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- ☐ Collaboration
- ☒ Communication
- ☒ Critical Thinking/Problem Solving
- ☐ Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

- 1:1 devices (chromebooks)
- Headphones/ earbuds
- [Lesson slides](#)
- [Self-Rating Scale](#) (Print & Make Copies)
- [Read & Write Flowchart](#)
- [Google Docs Task Flowchart](#)
- Blank Google Doc (Assign to students in Google Classroom along with the Flow Charts linked above)
- Articles:
 - [Security Check](#)
 - [Algorithm Artists](#)
 - [AI Prompt Engineers](#)
 - [Drone Pilots](#)
 - [Software Engineer](#)
 - [Tech for Trees](#)