

Practicum II – St. Mary’s Career Management Lesson Plan – Minimum Wage

<p>Grade: 9th</p> <p>Materials: PowerPoint presentation, 4 corner sheets</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <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) <ul style="list-style-type: none"> <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 	<p>Subject: Career Management</p> <p>Technology Needed: Computers for research, TV for PowerPoint</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity (debate/rebuttal) <input type="checkbox"/> Independent activity (research on your own) <input type="checkbox"/> Pairing/collaboration (making position stronger with corner discussion) <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration (student's computers) <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: After engaging students in content, students will first start with an independent activity with technology integration by researching the pros and cons of raising minimum wage. Then, students will discuss in their group they choose depending on what side of the four options they would like to take regarding minimum wage (keep it, raise it, get rid of it completely, intermittently raise it). Lastly, students will participate in a large group activity by sharing their position and debating against other group’s opinions.</p>
<p>Standard(s): ND Career Development Standards</p> <p>3.1.19 Know that communication involves speaking, listening and nonverbal behavior</p> <p>2.2.8 Understand how changing economic and societal needs influence employment trends and future training</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> - When students are completing their research, offering up ideas if students are lost - Offering physical and verbal instructions - Giving an extensive background on what minimum wage is and why it began - Could offer online resources if need be - Using flexible grouping <p>Above Proficiency:</p> <ul style="list-style-type: none"> - Encourage students to speak up in small groups - When students are completing their research, offering ideas for students to expand or question what they already found - Challenge students to think deeper and respond to their other classmates’ claims <p>Approaching/Emerging Proficiency:</p> <ul style="list-style-type: none"> - Using flexible grouping – can offer help to below proficiency students or challenge their thoughts with above proficiency students - Collaboration - Providing same assignment but idea or concepts to be discovered are not limited <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> - <i>Visual/Spatial</i> The PowerPoint, pictures, visual instructions, & visual instructions for the four corners activities reflect the visual/spatial learning preference. - <i>Social</i> The partner research, small group discussion, and group debate reflect the social learning preference. - <i>Verbal</i> The verbal discussion between partners, within the small group discussion, and from student expressing their group’s ideas to the class reflects the verbal learning preference.
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Students can explain what minimum wage is and why it began. 2. Students research and compare the pros/cons of minimum wage. 3. Students formulate opinion on minimum wages based on provided options. 4. Students summarize group’s opinion on minimum wage in front of class after small group discussion. <p>Bloom’s Taxonomy Cognitive Level: Comprehension, Analyzing, Synthesis, Evaluation</p>	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.) During Direct Instruction: N/A During Partner Research:</p> <ul style="list-style-type: none"> - Choose partner <i>Think they will be more open and willing to talk about a topic they might not know about with their friend</i> - “When I say go...” - Each group of two will be sharing one desk - “I’ll give you guys about two more minutes of research and then bring you back in as a whole group” <p>During Small Group Discussion:</p> <ul style="list-style-type: none"> - Offer students about 15-20 seconds to reflect what side they would like to choose <i>I will also explain each strategy out loud</i> - Groupings will be determined on who shares the same opinion on four options of minimum wage (keep it, raise it, get rid of it completely, intermittently raise it) - Students will be paired up in each corner of the room to provide space - “Remember to offer everyone a time to speak in the group” <p>During Small Group Share:</p> <ul style="list-style-type: none"> - “Students have two more minutes to share before we share our opinions with the rest of the class” - Students will remain in the same group and spot as when they were discussing as a small group <p>During Rebuttal:</p> <ul style="list-style-type: none"> - Students stay in the same groups no movement from previous activity - End of class, students put their papers on the middle desk in the front of the room and then leave 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During Direct Instruction:</p> <ul style="list-style-type: none"> - Questioning strategies for students to answer - Students are expected to raise hand and not interrupt other students <p>During Partner Research:</p> <ul style="list-style-type: none"> - One student writing pros/cons – one student typing on computer (shared efforts) - Students should continue to write down pros & cons as long as research time provides - Students should have several pros/cons no matter if they support one side over the other <p>During Small Group Discussion:</p> <ul style="list-style-type: none"> - Students should be offering each person in the group time to speak - Students should be only sharing their ideas with their specific group at this time <i>spread groups out</i> <p>During Small Group Share:</p> <ul style="list-style-type: none"> - Let 1-3 students speak up and prepare information for their entire group <i>using time efficiently</i> - All other groups should be listening attentively so they are able to rebuttal in the future - Students should not interrupt other students <p>During Rebuttal:</p> <ul style="list-style-type: none"> - Students raise their hand if they have something to add to the conversation - Students should respect one another’s opinions even if they do not agree with it
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Minutes	Procedures
45 minutes	<p>Set-up/Prep:</p> <ol style="list-style-type: none"> 1. Create PowerPoint Presentation introducing minimum wage and offering visual instructions for activities. 2. Create four papers to hang up for four corner activity (keep it, raise it, get rid of it completely, intermittently raise it – <i>regarding minimum wage</i>). 3. Create lesson plan for minimum wage lesson.
1-2 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Opening question – “What is minimum wage?”</p> <ul style="list-style-type: none"> - Hopefully, students will offer their opinions and offer examples of minimum wage jobs
5-7 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Define minimum wage - Offer the current federal minimum wage - Explain how minimum wage began: Fair Labor Standards Act - Explain why minimum wage began: In response to of the Great Depression
33-37 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Students research with partner on computer for 7-10 about the pros/cons of raising minimum wage to \$15 (discover pros improving the standard of living, individuals move out of poverty, increase employee morale, boost to economic growth, etc. & cons employees would lose jobs, increase cost of goods, increased labor market of minimum wage jobs, increase poverty, etc. - Students reflect on four positions in four corners activity (keep it, raise it, get rid of it completely, intermittently raise it – <i>regarding minimum wage</i>) and reflect on what position they take - Students discuss with their small group who took the same side as them in order to build up the position they took - Students listen to each other’s claims to develop a new position or to create a rebuttal against another group’s position – proactively explain appropriate behavior during debates
2 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Close discussion on a positive note

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	<ul style="list-style-type: none"> - Let students know to put pro/con sheet on the front, middle desk in the room so I am able to reflect on each individual’s students’ thoughts during activity This way, I can also see which students are understanding the information and which are not - “Okay students I want to hear from one more person. Then, afterwards I would like to put both you and your partner’s name on the pro/con sheet you created, and leave on the middle desk in the front of the room. Thank you for your thoughtful insight today!”
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ol style="list-style-type: none"> 1. Pro/Con Sheet from students 2. Walk around and check-in to track students’ progress 3. Questioning strategies at the beginning of class 4. Listening to student’s explanations for why they chose their specific side in the four corners activity. 5. Listening to students’ rebuttal after listening to other sides in the activity <p>Consideration for Back-up Plan:</p> <ol style="list-style-type: none"> 1. If the WIFI does not work, I would have a group brainstorm session rather than a research session. 2. If a student’s lap top is dead, they would be able to use their partners lap top. If necessary, I would let students join a group of three. 3. If all students went to the same group in the four corners activity, I would ask for volunteers to defend for another position. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ol style="list-style-type: none"> 1. Students pro/con sheet at the end of class. 2. Students presenting their opinion of why they chose their side in the four corners activity to the class. <p>If applicable- overall unit, chapter, concept, etc.: N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	