



The Wolverine Way- One Team, One Goal!



Teacher A: Joel Valdez Week of: 1/16/24 - 1/19

Inclusion Teacher: _____ Subject: AV Production

	TEM Indicator(s)		Monday	Tuesday	Wednesday	Thursday	Friday
Know and Understand	T1, T3	Content Area Standard(s)/SPI(s):	25) Portfolio – career preparation	25) Portfolio – career preparation	25) Portfolio – career preparation	25) Portfolio – career preparation	25) Portfolio – career preparation
		Measurable Objectives: <i>What will the student be able to do after the day's lesson? The objective must be measurable. (e.g. I can...)</i>		<p>Students will learn the importance of understanding themselves, their audience and their setting as well as learn some ways to achieve these objectives.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Recognize how emotions affect the communication process. 1 Identify your own strengths and weaknesses related to communication. 2 Select examples of filters that influence communication. 3 Recognize how past experiences impact the communication process. 4 Identify ways that cultural differences lead to communication style differences. 5 List different types of contexts that influence communication. 6 Recognize communication approaches that best fit the context. 	<p>Students will learn the importance of understanding themselves, their audience and their setting as well as learn some ways to achieve these objectives.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Recognize how emotions affect the communication process. 1 Identify your own strengths and weaknesses related to communication. 2 Select examples of filters that influence communication. 3 Recognize how past experiences impact the communication process. 4 Identify ways that cultural differences lead to communication style differences. 5 List different types of contexts that influence communication. 6 Recognize communication approaches that best fit the context. 	<p>Students will learn the importance of understanding themselves, their audience and their setting as well as learn some ways to achieve these objectives.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Recognize how emotions affect the communication process. 1 Identify your own strengths and weaknesses related to communication. 2 Select examples of filters that influence communication. 3 Recognize how past experiences impact the communication process. 4 Identify ways that cultural differences lead to communication style differences. 5 List different types of contexts that influence communication. 6 Recognize communication approaches that best fit the context. 	<p>Students will learn the importance of understanding themselves, their audience and their setting as well as learn some ways to achieve these objectives.</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Recognize how emotions affect the communication process. 1 Identify your own strengths and weaknesses related to communication. 2 Select examples of filters that influence communication. 3 Recognize how past experiences impact the communication process. 4 Identify ways that cultural differences lead to communication style differences. 5 List different types of contexts that influence communication. 6 Recognize communication approaches that best fit the context.



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		Complex Text: <i>What text will you be using to deliver the grade-level content?</i>	Career Safe Online Curriculum	Career Safe Online Curriculum	Career Safe Online Curriculum	Career Safe Online Curriculum	Career Safe Online Curriculum
	T1, T7	Bell Work/ Do Now: <i>How will you connect prior knowledge using tasks (e.g. ACT / TNReady / EOC questions)</i>		Do Now: How can improving your communication skills help you in the workplace?	Do Now: What is the difference between verbal and non-verbal communication?	Do Now: What are some examples of non-verbal communication?	Do Now: Why do professionals speak differently to coworkers and employers than their friends and family?
I Do	T2, T7	Introduction to the Lesson: <i>How will you introduce the day's lesson to the students?</i>		Class discussion on the specific employability skill for the week. Discuss procedures and expectations.	Class discussion on the specific employability skill for the week. Discuss procedures and expectations.	Class discussion on the specific employability skill for the week. Discuss procedures and expectations.	Class discussion on the specific employability skill for the week. Discuss procedures and expectations.
We Do	T2, T7	Guided Practice: <i>(Teacher-led Instruction)</i> <i>How will you lead the students through the steps necessary to perform the skill emphasized during the day's initial learning?</i>		Teacher will demonstrate the objective and procedures for completing the assignment with the use of a PowerPoint presentation.	Teacher will demonstrate the objective and procedures for completing the assignment with the use of a PowerPoint presentation.	Teacher will demonstrate the objective and procedures for completing the assignment with the use of a PowerPoint presentation.	Teacher will demonstrate the objective and procedures for completing the assignment with the use of a PowerPoint presentation.



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They Do	T4, T7	<p>Small Group: <i>(Student-centered learning)</i></p> <p><i>What instructional strategies will be utilized to accommodate all levels of learners? (e.g. differentiated tasks for Tier 2 and Tier 3 students)</i></p>		Students will work in groups during rotation to turn and discuss the daily content, agenda, and assigned tasks.	Students will work in groups during rotation to turn and discuss the daily content, agenda, and assigned tasks.	Students will work in groups during rotation to turn and discuss the daily content, agenda, and assigned tasks.	Students will work in groups during rotation to turn and discuss the daily content, agenda, and assigned tasks.
You Do	T4, T5, T6	<p>Independent Practice:</p> <p><i>What will students be able to do on their own from the day's lesson without assistance? (e.g. classwork, homework, and/or assessment)</i></p>		Students will complete the modules assigned in the career safe training software. Each module is self-paced and includes an assessment. The teacher will review the assessments and modify instruction accordingly.	Students will complete the modules assigned in the career safe training software. Each module is self-paced and includes an assessment. The teacher will review the assessments and modify instruction accordingly.	Students will complete the modules assigned in the career safe training software. Each module is self-paced and includes an assessment. The teacher will review the assessments and modify instruction accordingly.	Students will complete the modules assigned in the career safe training software. Each module is self-paced and includes an assessment. The teacher will review the assessments and modify instruction accordingly.
	T1, T6, T7	<p>Closure:</p> <p><i>What will be done to check for student mastery of the day's learning? (e.g. exit tickets, assessment)</i></p>		Return the computers to the cart and complete the exit ticket assignment	Return the computers to the cart and complete the exit ticket assignment	Return the computers to the cart and complete the exit ticket assignment	Return the computers to the cart and complete the exit ticket assignment