



The Wolverine Way- One Team, One Goal!



Teacher A: Joel Valdez Week of: 8/21 - 25

Inclusion Teacher: _____ Subject: AV Production

	TEM Indicator(s)		Monday	Tuesday	Wednesday	Thursday	Friday
Know and Understand	T1, T3	Content Area Standard(s)/SPI(s):	1) Safety	1) Safety	1) Safety	1) Safety	1) Safety
		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>	Identify possible workplace emergencies and generate strategies for responding to various emergencies at work.	List and describe teens special legal rights and protections in the workplace. List and give examples of responsibilities that promote safety and health in the workplace.	Create a visual illustration to demonstrate an understanding of workplace safety rules and laws that protect young workers	Create a visual illustration to demonstrate an understanding of workplace safety rules and laws that protect young workers	Create a visual illustration to demonstrate an understanding of workplace safety rules and laws that protect young workers
		Complex Text: <i>What text will you be using to deliver the grade-level content?</i>	Youth@Work Curriculum	Youth@Work Curriculum	Youth@Work Curriculum	Youth@Work Curriculum	Youth@Work 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: What are child labor laws? What is the FLSA? What kind of jobs can you work at the age of 14 and or 15?	Do Now: Vocabulary Quiz	Do Now: Grab a student laptop; login and research the minimum wage for the State of TN?	• Do Now: What occupations 14 and 15 year olds not permitted to work?	• Vocabulary Quiz
I Do	T2, T7	Introduction to the Lesson: <i>How will you introduce the day's lesson to the students?</i>	Class discussion: Agenda: Objective: Vocabulary: Video of Mallory – teen injured at work	Class discussion: Agenda: Objective: Vocabulary: Near Pod: Employee Rights	Class discussion Agenda: Objective: Vocabulary:	Class discussion: Agenda: Objective: Vocabulary:	Class discussion: Agenda: Objective: Vocabulary:



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We Do	T2, T7	<p>Guided Practice: <i>(Teacher-led Instruction)</i></p> <p><i>How will you lead the students through the steps necessary to perform the skill emphasized during the day's initial learning?</i></p>	Examine laws that protect teens in the workplace, including OSHA, child labor laws. and	Examine laws that protect teens in the workplace, including OSHA, child labor laws. and.	Demonstrate how to access PowerPoint, Google Draw, or Canva to create a safety poster. Class discussion of the content that should include in the poster.	Demonstrate how to access PowerPoint, Google Draw, or Canva to create a safety poster. Class discussion of the content that should include in the poster.	Discuss the presentation rubric for safety posters. Discuss content for safety test.
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>	Examine laws that protect teens in the workplace, including OSHA, child labor laws. and	Examine laws that protect teens in the workplace, including OSHA, child labor laws. and	Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee	Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee	Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee



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You Do	T4, T5, T6	Independent Practice: <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>	Determine the industry categories that teens are most likely to be injured.	Categories various workplace hazards into their appropriate area.	Ex Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee	i Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee	Using a laptop, students will work in groups of two to create a visual illustration to demonstrate workplace safety laws and rules that protect young workers, including laws published by OSHA and the State of Tennessee
		Closure: <i>What will be done to check for student mastery of the day's learning? (e.g. exit tickets, assessment)</i>	Exit Ticket: What organization determines how many hours a teen can work during school?	Exit Ticket: List one thing you can do in the event of an emergency	Exit Ticket: Log out of your computer, return it to the charging station	Exit Ticket: Log out of your computer, return it to the charging station	Exit Ticket: Log out of your computer, return it to the charging station