



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 2.4: Comprehending Procedures



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Students will reinforce reading skills and practice actively reading by ordering information they are presented with.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

One 50 minute period.

Author:

Griner, Charles. Floriculture Designing and Merchandising. Delmar Publishers, Inc. Albany, NY 1995

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS02.01: Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.



UNDERSTANDINGS & GOALS

Enduring Understandings:

Students will understand the importance of completing a sequence in the correct order.

Essential Questions:

- What are some negative consequences of failing to complete a sequence of instruction in order?
- How can you ensure that you are following a procedure in the correct order?

Knowledge from this Unit: Factual information.

Students will be able to recall the procedure that the teacher chooses to use for the activity.

Skills from this Unit: Performance.

- Increase reading comprehension.
- Increase application of vocational information.
- Have students apply knowledge of procedures.
- Students will develop teamwork skills during the assessment activity.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title: Ordering a Process

Assessment(s) Description/Directions:

Introduction and Mental Set

Divide students into groups and identify the procedure students will be learning or reviewing.

Activity

1. Provide each group with a set of the procedures in no particular order (either on note cards or strips of paper). See handout below for example.
2. Each group member will receive a step of the procedure.

3. The group will put the steps of the procedure in order. A group member can not show his or her card to another member of the group. The step can be read or paraphrased.
4. The group then records the order of their steps.
5. Students read information (either in text or handout) silently, checking for the order of their clues. See information below for example. Students should not share information or change the group's sequence until instructed to do so.
6. When reading is complete, students may confirm or change the sequence of their steps.
7. As a group and as a class, the sequence should be confirmed and recorded in class notes.

Discuss the importance of the specific procedure, pointing out why and how the wrong order would be erroneous.

Evaluation

This same procedure can be used with individuals as an evaluation. You may also choose to incorporate this strategy on a test you create.

Attachments for Assessment(s): Please list.

FS-2.4_Handouts



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-2 - Academic Foundations: Learners achieve state academic standards at or above grade level.

2. Review Essential Questions.

- What are some negative consequences of failing to complete a sequence of instruction in order?
- How can you ensure that you are following a procedure in the correct order?

3. Discussion

Lead a class discussion on the importance of following a sequence of events in the correct order.

Ask students to identify times when they failed to follow instructions in order. What negative consequences did they experience?

4. Assessment Activity

Attachments for Learning Experiences: Please list.

FS-2.4_Handouts

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

Slide Show Software
Interactive Whiteboard
Student Response System
Web Design Software
Animation Software
Email

Graphing Software
Calculator
Desktop Publishing
Blog
Wiki
Website

Audio File(s)
Graphic Organizer
Image File(s)
Video
Electronic Game or Puzzle Maker