

INSTRUCTIONAL DESIGN

The lesson plans in this document have been designed with two main purposes in mind: 1) to be teacher, user-friendly; and 2) to maximize the learning strategies for the students in order for the goals and benchmarks to be reached.

No matter how complete a lesson plan might appear, you as the teacher will have to make each lesson plan effective in your classroom with your students. You are encouraged to experiment, revise, and search for materials and concepts that might add to the primary goal of having our students achieve the benchmarks for success in and beyond middle school.

The lessons are based on several contemporary educational research-based practices:

- **Integrated curriculum:** Reading, mathematics, science, career preparation, writing, work-related behaviors, and other disciplines are woven into instruction through relevant, high-interest topics.
- **Higher-order thinking skills:** The tasks are designed to maximize higher order thinking skills and to practice FCAT benchmarks.
- **Cooperative learning:** Throughout the lesson plans, activities require “think, pair, share, square” or similar cooperative group configurations.
- **Student centered, active learning:** Each and every lesson requires student involvement in a participatory activity. Extensive teacher-student interaction has been designed as a part of each lesson. Students are required to complete several projects including a career investigation. Rubrics have been developed for the teacher and the student to assist in maximizing the quality of the finished products.
- **CRISS: CReating Independence through Student-owned Strategies.** Almost every lesson plan incorporates a CRISS strategy including graphic organizers, selective highlighting, two column notes, and concept mapping, just to cite a few. If you have not been CRISS trained, check with the language arts department chair or the assistant principal for curriculum to find out more about these strategies.
- **Standards-Based Student Development Benchmarks:** While many teachers are very familiar with their own subjects’ competencies, many teachers are not as familiar with the Standards-Based Student Development Benchmarks which are the framework used by student services personnel. The benchmarks encompass the educational, personal/social, career, and health/community domains that are integral to a student’s growth and development.