

PLC Lesson Study for Essential Skills

Intermediate Grades 4-5

Part I: Standards Exploration – Essential Skills

Effective Essential Skills instruction is an ongoing process that involves all content areas, including school and classroom culture.

- a. As a group, consider what this looks like in your content area.
- b. Discuss instructional techniques and/or routines that support student success.
- c. Are there common strategies, tools or programs to support consistent development across content areas or grade bands?

Standard	ADAPTABILITY	INSTRUCTIONAL NOTES
ES.I.1	Identify ways to approach and/or solve a problem.	
ES.I.2	Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).	

Standard	DILIGENCE	INSTRUCTIONAL NOTES
ES.I.3	Demonstrate resilience and perseverance by showing willingness to complete a task.	
ES.I.4	Create and prioritize short-term goals.	

Standard	INITIATIVE	INSTRUCTIONAL NOTES
ES.I.5	Practice on-task behaviors with minimal direction.	
ES.I.6	Use failure as a learning opportunity.	
ES.I.7	Practice personal responsibility.	

Standard	KNOWLEDGE	INSTRUCTIONAL NOTES
ES.I.8	Follow classroom procedures, activities and behavior in various settings.	
ES.I.9	Apply reading, writing and mathematics skills to authentic, real-world tasks.	

Standard	RELIABILITY	INSTRUCTIONAL NOTES
ES.I.10	Complete tasks on time.	
ES.I.11	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with minimal guidance.	
ES.I.12	Exhibit self-control with minimal guidance.	

Standard	DRUG-FREE	INSTRUCTIONAL NOTES
ES.I.13	Describe the risk associated with the inappropriate use of household products, medications and alcohol.	

Standard	COMMUNICATION	INSTRUCTIONAL NOTES
ES.I.14	<p>Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher-led).</p> <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g. practice active listening and taking turns speaking). Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. Use the reasons and evidence a speaker provides to refine ideas when responding to others' ideas. 	

ES.I.15	e. Adapt speech, using both verbal and nonverbal skills, to a variety of situations using formal English when appropriate. Recognize that differences exist in individuals, families, communities, cultures and varying points of view.	
ES.I.16	Identify appropriate strategies to resolve conflicts with guidance.	

Part II: Standards Integration – Essential Skills

- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify an Essential Skill to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Topic	Content-Specific Knowledge, Skill(s) and/or Practice(s)	Opportunities to Align to ESSENTIAL SKILLS	Strategies to Assess
Choose a Unit, Topic or Standard(s) from your curriculum.	<i>What actions, habits or practices do students need to demonstrate in order to be proficient in this standard(s) for the unit?</i>	<i>Which Essential Skill(s) could explicitly and/or implicitly connect to the standard(s) for this unit?</i>	<i>What are possible strategies or ways to assess these skills?</i>
Next Steps: <i>What are one or two next steps to ensure that students have equitable access to ESSENTIAL SKILLS instruction within your course or grade band?</i>			

Part III: Standards Mapping – Essential Skills

a. As a group, consider where each standard might be taught, e.g. in a specific content area, a stand-alone unit or as a classroom expectation.

Standard	ADAPTABILITY	Where/When Will This Be Taught?
ES.I.1	Identify ways to approach and/or solve a problem.	
ES.I.2	Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).	

Standard	DILIGENCE	Where/When Will This Be Taught?
ES.I.3	Demonstrate resilience and perseverance by showing willingness to complete a task.	
ES.I.4	Create and prioritize short-term goals.	

Standard	INITIATIVE	Where/When Will This Be Taught?
ES.I.5	Practice on-task behaviors with minimal direction.	
ES.I.6	Use failure as a learning opportunity.	
ES.I.7	Practice personal responsibility.	

Standard	KNOWLEDGE	Where/When Will This Be Taught?
ES.I.8	Follow classroom procedures, activities and behavior in various settings.	
ES.I.9	Apply reading, writing and mathematics skills to authentic, real-world tasks.	

Standard	RELIABILITY	Where/When Will This Be Taught?
ES.I.10	Complete tasks on time.	
ES.I.11	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with minimal guidance.	
ES.I.12	Exhibit self-control with minimal guidance.	

Standard	DRUG-FREE	Where/When Will This Be Taught?
ES.I.13	Describe the risk associated with the inappropriate use of household products, medications and alcohol.	

Standard	COMMUNICATION	Where/When Will This Be Taught?
ES.I.14	<p>Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher-led).</p> <ul style="list-style-type: none"> f. Follow agreed-upon rules for discussions (e.g. practice active listening and taking turns speaking). g. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. h. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. i. Use the reasons and evidence a speaker provides to refine ideas when responding to others' ideas. j. Adapt speech, using both verbal and nonverbal skills, to a variety of situations using formal English when appropriate. 	
ES.I.15	Recognize that differences exist in individuals, families, communities, cultures and varying points of view.	
ES.I.16	Identify appropriate strategies to resolve conflicts with guidance.	

PLC Lesson Study for Integrating Career Studies Standards

Intermediate Grades 4-5

Part I: Standards Exploration – Career Studies

Effective Career Studies instruction is an ongoing process that involves all content areas, including school and classroom culture.

- a. As a group, consider what this looks like in your content area.
- b. Discuss instructional techniques and/or routines that support student success.
- c. Are there common strategies, tools or programs to support consistent development across content areas or grade bands?

Standard	EXPLORATION	INSTRUCTIONAL NOTES
C.I.1	Explain why people need to work (e.g., earn money; contribute to society; develop identity as a worker; enhance self-esteem; meet basic needs (food, clothing, shelter); personal satisfaction and enjoyment).	
C.I.2	Describe jobs done by employees and other individuals in the community, state and world.	
C.I.3	Identify and describe jobs within the 16 KY Career Clusters (e.g., Information Technology, Manufacturing, Health Science and Transportation, Distribution and Logistics).	
C.I.4	Describe the impact of individual interests, values and abilities on career choices.	

Standard	PREPARATION	INSTRUCTIONAL NOTES
C.I.5	Explain how academic content learned in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.	
C.I.6	Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.	
C.I.7	Learn, understand and apply responsible digital citizenship practices (e.g., privacy, communication, safe web exploration, online searching).	

Standard	APPLICATION	INSTRUCTIONAL NOTES
C.I.8	Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time management) that are necessary for both the classroom and workplace.	

Part II: Standards Integration – Career Studies

- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify a career standard to support student learning. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Topic	Content-Specific Knowledge, Skill(s) and/or Practice(s)	Opportunities to Align to CAREER STUDIES	Strategies to Assess
Choose a Unit, Topic or Standard(s) from your curriculum.	<i>What actions, habits or practices do students need to demonstrate in order to be proficient in this standard(s) for the unit?</i>	<i>Which Career Studies Standard(s) could explicitly and/or implicitly connect to the standard(s) for this unit?</i>	<i>What are possible strategies or ways to assess these skills?</i>
Next Steps: <i>What are one or two next steps to ensure that students have equitable access to CAREER STUDIES instruction within your course or grade band?</i>			

Part III: Standards Mapping – Career Studies

a. As a group, consider where each standard might be taught, e.g. in a specific content area, a stand-alone unit or as a classroom expectation.

Standard	EXPLORATION	Where/When Will This Be Taught?
C.I.1	Explain why people need to work (e.g., earn money; contribute to society; develop identity as a worker; enhance self-esteem; meet basic needs (food, clothing, shelter); personal satisfaction and enjoyment).	
C.I.2	Describe jobs done by employees and other individuals in the community, state and world.	
C.I.3	Identify and describe jobs within the 16 KY Career Clusters (e.g., Information Technology, Manufacturing, Health Science and Transportation, Distribution and Logistics).	
C.I.4	Describe the impact of individual interests, values and abilities on career choices.	

Standard	PREPARATION	Where/When Will This Be Taught?
C.I.5	Explain how academic content learned in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.	
C.I.6	Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.	
C.I.7	Learn, understand and apply responsible digital citizenship practices (e.g., privacy, communication, safe web exploration, online searching).	

Standard	APPLICATION	Where/When Will This Be Taught?
C.I.8	Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time management) that are necessary for both the classroom and workplace.	

PLC Lesson Study for Financial Literacy

Intermediate Grades 4-5

Part I: Standards Exploration – Financial Literacy

Effective Financial Literacy instruction is an ongoing process that involves all content areas.

- a. As a group, consider what this looks like in your content area.
- b. Discuss instructional techniques and/or routines that support student success.
- c. Are there common strategies, tools or programs to support consistent development across content areas or grade bands?

Standard	CAREERS, EDUCATION & INCOME	INSTRUCTIONAL NOTES
FL.I.1	Compare the financial impacts of a career choice (e.g., financial goals, desired lifestyles, values).	
FL.I.2	Identify ways people earn income (e.g., wages, salaries, tips).	

Standard	CREDIT & DEBT	INSTRUCTIONAL NOTES
FL.I.3	Explain how credit is used as a basic financial tool.	
FL.I.4	Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees).	

Standard	DECISION-MAKING & MONEY MANAGEMENT	INSTRUCTIONAL NOTES
FL.I.5	Identify factors and experiences, such as role models and peer pressure, that affect spending patterns.	
FL.I.6	Develop a basic budget which includes income, expenses and savings for a specific purpose.	
FL.I.7	Explain how financial management is needed to meet the goals of individuals and families by: <ol style="list-style-type: none"> a. Describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account). b. investigating goals related to money that might affect individuals and families and their values. 	

Standard	SAVING & INVESTING	INSTRUCTIONAL NOTES
FL.I.8	Explain how investing puts money to work to earn more money for the future.	
FL.I.9	Describe reasons (i.e., financial goals) people invest for the future.	

Standard	MONEY & THE ECONOMY	INSTRUCTIONAL NOTES
FL.I.10	Compare different payment methods (e.g., writing a check, using a debit or credit card, paying online or with a mobile device).	
FL.I.12	Describe various services (e.g., deposits, check-cashing) provided by financial institutions (e.g. banks, credit unions).	
FL.I.13	Explain that people are required to pay taxes for which they receive government services.	

Standard	INSURANCE & RISK MANAGEMENT	INSTRUCTIONAL NOTES
FL.I.14	Identify the purpose of insurance and give examples of financial risks that are covered by insurance.	
FL.I.15	List types of personal information that should not be disclosed to others in person or online.	

Part II: Standards Integration – Financial Literacy

- As a group, consider what this looks like in a specific unit, topic or standard(s) content area.
- Identify content-specific knowledge, skill(s) or practice(s) required to be proficient in this area.
- Identify a related Financial Literacy standard. What would explicit/implicit instruction look like for this skill?
- How would you assess this skill?

Topic	Content-Specific Knowledge, Skill(s) and/or Practice(s)	Opportunities to Align to FINANCIAL LITERACY	Strategies to Assess
Choose a Unit, Topic or Standard(s) from your curriculum.	<i>What actions, habits or practices do students need to demonstrate in order to be proficient in this standard(s) for the unit?</i>	<i>Which Financial Literacy standard(s) could explicitly and/or implicitly connect to the standard(s) for this unit?</i>	<i>What are possible strategies or ways to assess these skills?</i>
Next Steps: <i>What are one or two next steps to ensure that students have equitable access to FINANCIAL LITERACY instruction within your course or grade band?</i>			

Part III: Standards Mapping – Financial Literacy

a. As a group, consider where each standard might be taught, e.g. in a specific content area or a stand-alone unit.

Standard	CAREERS, EDUCATION & INCOME	Where/When Will This Be Taught?
FL.I.1	Compare the financial impacts of a career choice (e.g., financial goals, desired lifestyles, values).	
FL.I.2	Identify ways people earn income (e.g., wages, salaries, tips).	

Standard	CREDIT & DEBT	Where/When Will This Be Taught?
FL.I.3	Explain how credit is used a basic financial tool.	
FL.I.4	Explain how borrowing money (credit) is more expensive than paying cash (e.g., interest, fees).	

Standard	DECISION-MAKING & MONEY MANAGEMENT	Where/When Will This Be Taught?
FL.I.5	Identify factors and experiences, such as role models and peer pressure, which affect spending patterns.	
FL.I.6	Develop a basic budget which includes income, expenses and savings for a specific purpose.	
FL.I.7	Explain how financial management is needed to meet the goals of individuals and families by: <ul style="list-style-type: none"> a. Describing various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank account). b. investigating goals related to money that might affect individuals and families and their values. 	

Standard	SAVING & INVESTING	Where/When Will This Be Taught?
FL.I.8	Explain how investing puts money to work to earn more money for the future.	
FL.I.9	Describe reasons (i.e., financial goals) people invest for the future.	

Standard	MONEY & THE ECONOMY	Where/When Will This Be Taught?
FL.I.10	Compare different payment methods (e.g., writing a check, using a debit or credit card, paying online or with a mobile device).	
FL.I.12	Describe various services (e.g., deposits, check cashing) provided by financial institutions (e.g. banks, credit unions).	
FL.I.13	Explain that people are required to pay taxes for which they receive government services.	

Standard	INSURANCE & RISK MANAGEMENT	Where/When Will This Be Taught?
FL.I.14	Identify the purpose of insurance and give examples of financial risks that are covered by insurance.	
FL.I.15	List types of personal information that should not be disclosed to others in person or online.	