

# PLC Lesson Study for Essential Skills

## Middle Grades 6-8

### 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.M.1	Practice-problem solving skills in a variety of situations to apply to real-world problems.	
ES.M.2	Model flexibility and willingness to try new things (e.g., critical thinking, problem-solving).	

Standard	DILIGENCE	INSTRUCTIONAL NOTES
ES.M.3	Demonstrate resilience and perseverance by showing willingness to complete a task.	
ES.M.4	Outline goals (short- and long-term) and prioritize as necessary to complete task.	

Standard	INITIATIVE	INSTRUCTIONAL NOTES
ES.M.5	Apply failure as a learning opportunity.	
ES.M.6	Practice on-task behaviors with minimal direction.	
ES.M.7	Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).	

Standard	KNOWLEDGE	INSTRUCTIONAL NOTES
<b>ES.M.8</b>	Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.	
<b>ES.M.9</b>	Apply and explain important concepts in learning to an authentic audience.	

Standard	RELIABILITY	INSTRUCTIONAL NOTES
<b>ES.M.10</b>	Demonstrate consistent punctuality in a variety of activities with minimal guidance.	
<b>ES.M.11</b>	Describe appropriate attire for various situations.	
<b>ES.M.12</b>	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.	
<b>ES.M.13</b>	Exhibit self-control.	

Standard	DRUG-FREE	INSTRUCTIONAL NOTES
<b>ES.M.14</b>	Identify and explain the consequences of substance abuse.	
<b>ES.M.15</b>	Explain the need for random drug screening.	

Standard	COMMUNICATION	INSTRUCTIONAL NOTES
<b>ES.M.16</b>	Engage effectively in a range of age-appropriate collaborative discussions (one-on-one, in groups and teacher-led). <ul style="list-style-type: none"> <li>a. Work with peers to create rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).</li> </ul>	

<p><b>ES.M.17</b></p> <p><b>ES.M.18</b></p>	<ul style="list-style-type: none"> <li>b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate.</li> <li>c. Pose and respond to questions that connect the ideas of others, and comment with relevant evidence, observations and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> <li>e. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume and clear pronunciation.</li> <li>f. Adapt speech, using both verbal and nonverbal skills, to a variety of situations, demonstrating command of formal English when appropriate.</li> </ul> <p>Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>Practice effective conflict resolution strategies with minimal guidance.</p>	
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## 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
<b>Choose a Unit, Topic or Standard(s) from your curriculum.</b>	<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 <b>explicitly</b> and/or <b>implicitly</b> connect to the standard(s) for this unit?</i>	<i>What are possible strategies or ways to assess these skills?</i>

**Next Steps:** *What are one or two next steps to ensure that students have equitable access to ESSENTIAL SKILLS instruction within your course or grade band?*

### 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.M.1	Practice problem-solving skills in a variety of situations to apply to real-world problems.	
ES.M.2	Model flexibility and willingness to try new things (e.g., critical thinking, problem-solving).	

Standard	DILIGENCE	Where/When Will This Be Taught?
ES.M.3	Demonstrate resilience and perseverance by showing willingness to complete a task.	
ES.M.4	Outline goals (short- and long-term) and prioritize as necessary to complete task.	

Standard	INITIATIVE	Where/When Will This Be Taught?
ES.M.5	Apply failure as a learning opportunity.	
ES.M.6	Practice on-task behaviors with minimal direction.	
ES.M.7	Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).	

Standard	KNOWLEDGE	Where/When Will This Be Taught?
ES.M.8	Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.	
ES.M.9	Apply and explain important concepts in learning to an authentic audience.	

Standard	RELIABILITY	Where/When Will This Be Taught?
ES.M.10	Demonstrate consistent punctuality in a variety of activities with minimal guidance.	
ES.M.11	Describe appropriate attire for various situations.	
ES.M.12	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.	
ES.M.13	Exhibit self-control.	

Standard	DRUG-FREE	Where/When Will This Be Taught?
ES.M.14	Identify and explain the consequences of substance abuse.	
ES.M.15	Explain the need for random drug screening.	

Standard	COMMUNICATION	Where/When Will This Be Taught?
ES.M.16	<p>Engage effectively in a range of age-appropriate collaborative discussions (one-on-one, in groups and teacher-led).</p> <ol style="list-style-type: none"> <li>a. Work with peers to create rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).</li> <li>b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate.</li> <li>c. Pose and respond to questions that connect the ideas of others and comment with relevant evidence, observations and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> <li>e. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume and clear pronunciation.</li> </ol>	

<p><b>ES.M.17</b></p> <p><b>ES.M.18</b></p>	<p>f. Adapt speech, using both verbal and nonverbal skills, to a variety of situations, demonstrating command of formal English when appropriate.</p> <p>Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>Practice effective conflict resolution strategies with minimal guidance.</p>	
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# PLC Lesson Study for Integrating Career Studies Standards

## Middle Grades 6-8

### 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
<b>C.M.1</b>	Explain how career choices impact lifestyle.	
<b>C.M.2</b>	Explore the cost (monetary and time) of postsecondary and technical education, including possible sources of funding.	
<b>C.M.3</b>	Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.	
<b>C.M.4</b>	Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.	
<b>C.M.5</b>	Use information from personal inventory surveys to explore and evaluate jobs within the <a href="#">16 KY Career Clusters</a> to guide educational pathway choices at the secondary level.	



Standard	PREPARATION	INSTRUCTIONAL NOTES
<b>C.M.6</b>	Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.	
<b>C.M.7</b>	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.	
<b>C.M.8</b>	Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices.	
<b>C.M.9</b>	Identify high school and career/technical center courses and programs that support career or occupational areas of interest.	
<b>C.M.10</b>	Apply responsible digital citizenship practices (e.g., intellectual property, copyright, online reputation, cyberbullying, digital footprint).	
<b>C.M.11</b>	Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).	

Standard	APPLICATION	INSTRUCTIONAL NOTES
<b>C.M.12</b>	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
<b>Choose a Unit, Topic or Standard(s) from your curriculum.</b>	<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 <b>explicitly</b> and/or <b>implicitly</b> connect to the standard(s) for this unit?</i>	<i>What are possible strategies or ways to assess these skills?</i>
<b>Next Steps:</b> <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.M.1	Explain how career choices impact lifestyle.	
C.M.2	Explore the cost (monetary and time) of postsecondary and technical education, including possible sources of funding.	
C.M.3	Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.	
C.M.4	Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.	
C.M.5	Use information from personal inventory surveys to explore and evaluate jobs within the <a href="#">16 KY Career Clusters</a> to guide educational pathway choices at the secondary level.	

Standard	PREPARATION	Where/When Will This Be Taught?
<b>C.M.6</b>	Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.	
<b>C.M.7</b>	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.	
<b>C.M.8</b>	Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices.	
<b>C.M.9</b>	Identify high school and career/technical center courses and programs that support career or occupational areas of interest.	
<b>C.M.10</b>	Apply responsible digital citizenship practices (e.g., intellectual property, copyright, online reputation, cyberbullying, digital footprint).	
<b>C.M.11</b>	Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).	

Standard	APPLICATION	Where/When Will This Be Taught?
<b>C.M.12</b>	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**  
**Middle Grades 6-8**

**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
<b>FL.M.1</b>	Develop and manage financial goals for the future based on one’s career choice and lifestyle expectations to meet the needs of individuals and families.	
<b>FL.M.2</b>	Explain how income can be earned (e.g., wages, commission) or unearned (e.g., interest, capital gains).	
<b>FL.M.3</b>	Explain net income (i.e., wages and salaries minus payroll deductions equal net income or take-home pay).	

Standard	CREDIT & DEBT	INSTRUCTIONAL NOTES
<b>FL.M.4</b>	Compare a variety of credit sources from which consumers can choose to borrow.	
<b>FL.M.5</b>	Compare the costs and benefits of buying on credit that are key to making a good borrowing decision.	

Standard	DECISION-MAKING & MONEY MANAGEMENT	INSTRUCTIONAL NOTES
<b>FL.M.6</b>	Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: <ol style="list-style-type: none"> <li>a. Prioritizing financial goals.</li> <li>b. Creating a budget including income, expenses (fixed/flexible), and savings.</li> </ol>	

<b>FL.M.7</b>	c. Developing and explaining a savings plan and budget based on specific short and long-term financial goals	
<b>FL.M.8</b>	Apply decision-making strategies when buying products.	
<b>FL.M.9</b>	Compare and evaluate products and services based on major factors (e.g., brand name, price, quality feature, availability) when making consumer decisions.	
<b>FL.M.9</b>	Investigate how culture, media and technology impact the family and consumer decision-making by: <ul style="list-style-type: none"> <li>a. Explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques.</li> <li>b. Exploring the impact of positive and negative effects of advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials, free samples, coupons, use of gimmicks, misleading/false information, social media).</li> </ul>	

<b>Standard</b>	<b>SAVING &amp; INVESTING</b>	<b>INSTRUCTIONAL NOTES</b>
<b>FL.M.10</b>	List examples of investments for current income and investments for future growth.	

<b>Standard</b>	<b>MONEY &amp; THE ECONOMY</b>	<b>INSTRUCTIONAL NOTES</b>
<b>FL.M.11</b>	Compare the relationship between supply and demand and their role in meeting consumer needs.	

<b>Standard</b>	<b>INSURANCE &amp; RISK MANAGEMENT</b>	<b>INSTRUCTIONAL NOTES</b>
<b>FL.M.12</b>	Research federal government depository insurance coverage and limits related to consumer bank and credit union accounts.	
<b>FL.M.13</b>	Investigate the use of insurance to cover risk of financial loss (e.g. liability, health, auto, renter, home).	

## 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
<p><b>Choose a Unit, Topic or Standard(s) from your curriculum.</b></p>	<p><i>What actions, habits or practices do students need to demonstrate in order to be proficient in this standard(s) for the unit?</i></p>	<p><i>Which Financial Literacy standard(s) could <b>explicitly</b> and/or <b>implicitly</b> connect to the standard(s) for this unit?</i></p>	<p><i>What are possible strategies or ways to assess these skills?</i></p>

**Next Steps:** *What are one or two next steps to ensure that students have equitable access to FINANCIAL LITERACY instruction within your course or grade band?*

### 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?
<b>FL.M.1</b>	Develop and manage financial goals for the future based on one’s career choice and lifestyle expectations to meet the needs of individuals and families.	
<b>FL.M.2</b>	Explain how income can be earned (e.g., wages, commission) or unearned (e.g., interest, capital gains).	
<b>FL.M.3</b>	Explain net income (i.e., wages and salaries minus payroll deductions equal net income or take-home pay).	

Standard	CREDIT & DEBT	Where/When Will This Be Taught?
<b>FL.M.4</b>	Compare a variety of credit sources from which consumers can choose to borrow.	
<b>FL.M.5</b>	Compare the costs and benefits of buying on credit that are key to making a good borrowing decision.	

Standard	DECISION-MAKING & MONEY MANAGEMENT	Where/When Will This Be Taught?
<b>FL.M.6</b>	Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: <ol style="list-style-type: none"> <li>a. Prioritizing financial goals.</li> <li>b. Creating a budget including income, expenses (fixed/flexible), and savings.</li> <li>c. Developing and explaining a savings plan and budget based on specific short- and long-term financial goals</li> </ol>	
<b>FL.M.7</b>	Apply decision-making strategies when buying products.	
<b>FL.M.8</b>	Compare and evaluate products and services based on major factors (e.g., brand name, price, quality feature, availability) when making consumer decisions.	



<b>FL.M.9</b>	<p>Investigate how culture, media and technology impact the family and consumer decision-making by:</p> <ol style="list-style-type: none"> <li>a. Explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques.</li> <li>b. Exploring the impact of positive and negative effects of advertising techniques (e.g., bandwagon, facts and figures, emotional appeal, endorsement/testimonials, free samples, coupons, use of gimmicks, misleading/false information, social media).</li> </ol>	
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Standard	SAVING & INVESTING	Where/When Will This Be Taught?
<b>FL.M.10</b>	List examples of investments for current income and investments for future growth.	

Standard	MONEY & THE ECONOMY	Where/When Will This Be Taught?
<b>FL.M.11</b>	Compare the relationship between supply and demand and their role in meeting consumer needs.	

Standard	INSURANCE & RISK MANAGEMENT	Where/When Will This Be Taught?
<b>FL.M.12</b>	Research federal government depository insurance coverage and limits related to consumer bank and credit union accounts.	
<b>FL.M.13</b>	Investigate the use of insurance to cover risk of financial loss (e.g. liability, health, auto, renter, home).	