

PLC Lesson Study for Essential Skills

Primary Grades K-3

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.P.1	Identify ways to approach and/or solve a problem.	
ES.P.2	Demonstrate flexibility and willingness to try new things (e.g., changes in schedules, routines, procedures).	

Standard	DILIGENCE	INSTRUCTIONAL NOTES
ES.P.3	Practice resilience and perseverance by showing willingness to complete a task.	
ES.P.4	Create and complete short-term goals (e.g. SMART goals).	

Standard	INITIATIVE	INSTRUCTIONAL NOTES
ES.P.5	Identify tasks that need to be completed and take action.	
ES.P.6	Practice personal responsibility.	

Standard	KNOWLEDGE	INSTRUCTIONAL NOTES
ES.P.7	Follow classroom norms and procedures in various activities and settings.	
ES.P.8	Explain how reading, writing and mathematics skills are necessary career and life skills.	

DRUG-FREE		INSTRUCTIONAL NOTES
ES.P.12	Explain how household products and medications may be harmful when used incorrectly.	

Standard	RELIABILITY	INSTRUCTIONAL NOTES
ES.P.9	Complete tasks on time.	
ES.P.10	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with guidance.	
ES.P.11	Exhibit self-control with guidance.	

COMMUNICATION		INSTRUCTIONAL NOTES
ES.P.13	<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., listening to others, speaking one at a time). Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue. Explain ideas and understanding in light of the discussion. Stay on topic and link comments to the remarks of others when responding to others' ideas. Adapt speech, using both verbal and nonverbal skills, to a variety of situations using formal English when appropriate. 	
ES.P.14	Recognize that differences exist in individuals, families and communities.	
ES.P.15	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.P.1	Identify ways to approach and/or solve a problem.	
ES.P.2	Demonstrate flexibility and willingness to try new things (e.g., changes in schedules, routines, procedures).	

Standard	DILIGENCE	Where/When Will This Be Taught?
ES.P.3	Practice resilience and perseverance by showing willingness to complete a task.	
ES.P.4	Create and complete short-term goals (e.g. SMART goals).	

Standard	INITIATIVE	Where/When Will This Be Taught?
ES.P.5	Identify tasks that need to be completed and take action.	
ES.P.6	Practice personal responsibility.	

Standard	KNOWLEDGE	Where/When Will This Be Taught?
ES.P.7	Follow classroom norms and procedures in various activities and settings.	
ES.P.8	Explain how reading, writing and mathematics skills are necessary career and life skills.	

Standard	RELIABILITY	Where/When Will This Be Taught?
ES.P.9	Complete tasks on time.	
ES.P.10	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with guidance.	
ES.P.11	Exhibit self-control with guidance.	

Standard	DRUG-FREE	Where/When Will This Be Taught?
ES.P.12	Explain how household products and medications may be harmful when used incorrectly.	

Standard	COMMUNICATION	Where/When Will This Be Taught?
ES.P.13	Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher-led). <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one at a time). b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. c. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue. d. Explain ideas and understanding in light of the discussion. e. Stay on topic and link comments to the remarks of others when responding to others' ideas. f. Adapt speech, using both verbal and nonverbal skills, to a variety of situations using formal English when appropriate. 	
ES.P.14	Recognize that differences exist in individuals, families and communities.	
ES.P.15	Identify appropriate strategies to resolve conflicts with guidance.	

PLC Lesson Study for Integrating Career Studies Standards

Primary K-3

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.P.1	Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).	
C.P.2	Describe different job opportunities that are available in the community (e.g., career day, field trips, virtual field trips, guest speakers).	
C.P.3	Explain how interests, values and abilities influence career choices.	

Standard	PREPARATION	INSTRUCTIONAL NOTES
C.P.4	Explain how academic content students learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.	
C.P.5	Learn and practice responsible digital citizenship.	

Standard	APPLICATION	INSTRUCTIONAL NOTES
C.P.6	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.P.1	Identify the reasons why people need to work (e.g., chores, jobs, employment) to meet basic needs and personal goals (e.g., food, clothing, shelter).	
C.P.2	Describe different job opportunities that are available in the community (e.g., career day, field trips, virtual field trips, guest speakers).	
C.P.3	Explain how interests, values and abilities influence career choices.	

Standard	PREPARATION	Where/When Will This Be Taught?
C.P.4	Explain how academic content students learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers.	
C.P.5	Learn and practice responsible digital citizenship.	

Standard	APPLICATION	Where/When Will This Be Taught?
C.P.6	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

Primary Grades K-3

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 TECHNIQUES
F.P.1	Recognize that people need to work to meet basic needs.	

Standard	CREDIT & DEBT	INSTRUCTIONAL TECHNIQUES
FL.P.2	Explain the difference between buying and borrowing.	

Standard	DECISION-MAKING & MONEY MANAGEMENT	INSTRUCTIONAL TECHNIQUES
FL.P.3	Identify the difference between wants (e.g., skateboard, video games) and needs (e.g., food, clothing and shelter) and the relationship to consumer decisions.	
FL.P.4	Identify why people make financial choices.	
FL.P.5	Explain how planning helps people make choices about how to use their money.	
FL.P.6	Describe how financial decisions impact the achievement of short- and long-term goals.	

Standard	SAVING & INVESTING	INSTRUCTIONAL TECHNIQUES
FL.P.7	Investigate different ways to save money (e.g., piggy bank, local bank, credit union).	

Standard	MONEY & THE ECONOMY	INSTRUCTIONAL TECHNIQUES
FL.P.8	Identify things people buy (e.g., goods, services, leisure activities).	
FL.P.9	Explore ways people pay for goods or services.	

Standard	INSURANCE & RISK MANAGEMENT	INSTRUCTIONAL TECHNIQUES
FL.P.10	Identify ways to keep possessions, including money, safely at home and other places.	
FL.P.11	Explain the reasons for not sharing personal information with strangers.	

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?
F.P.1	Recognize that people need to work to meet basic needs.	

Standard	CREDIT & DEBT	Where/When Will This Be Taught?
FL.P.2	Explain the difference between buying and borrowing.	

Standard	DECISION MAKING & MONEY MANAGEMENT	Where/When Will This Be Taught?
FL.P.3	Identify the difference between wants (e.g., skateboard, video games) and needs (e.g., food, clothing and shelter) and the relationship to consumer decisions.	
FL.P.4	Identify why people make financial choices.	
FL.P.5	Explain how planning helps people make choices about how to use their money.	
FL.P.6	Describe how financial decisions impact the achievement of short- and long-term goals.	

Standard	SAVING & INVESTING	Where/When Will This Be Taught?
FL.P.7	Investigate different ways to save money (e.g., piggy bank, local bank, credit union).	

Standard	MONEY & THE ECONOMY	Where/When Will This Be Taught?
FL.P.8	Identify things people buy (e.g., goods, services, leisure activities).	
FL.P.9	Explore ways people pay for goods or services.	

Standard	INSURANCE & RISK MANAGEMENT	Where/When Will This Be Taught?
FL.P.10	Identify ways to keep possessions, including money, safely at home and other places.	
FL.P.11	Explain the reasons for not sharing personal information with strangers.	