



Lesson Plan

Course: All ROP Courses
 Unit: Introduction to ROP
 Topic: ESLRs
 Timeframe: 1 hour

ESLR	<input type="checkbox"/> #1 Communicating Effectively <input type="checkbox"/> #2 Accessing and Managing Job Related Resources <input type="checkbox"/> #3 Setting Career and Life Goals <input type="checkbox"/> #4 Accepting Personal Responsibility	CTE Standards: CPS 1-4, 6, 7. Academic Standards: (Gr. 9/10) L/S Strand, 1.1
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PROCEDURE	TIME	CONTENT	MATERIALS/ EQUIPMENT
Introduction Objectives Key Terms	10 min.	<p>At the end of class students will know what ESLR stands for and be able to explain, in their own words, why ESLRs are important to them.</p> <p>[Background information on the WASC Accreditation process is provided to teachers to better understand how the ESLRs came about. This lesson does not need to discuss accreditation to be effective.]</p> <ul style="list-style-type: none"> Write the letters "ESLR" on the board before students arrive in class. Write directions: <i>What do these letters stand for and what do they mean?</i> While students are writing, take attendance. 	Read background materials: "WASC Overview" and "ESLRs". Complete the 4 "ESLR Crosswalks" for yourself.
Presentation	10 min.	<ul style="list-style-type: none"> Call on 4-5 students to share their answers. Write their answers for ESLR. Circle the correct answer OR write the correct words for each letter. Ask 2-3 students where they have heard of the acronym or anything that might be associated with ESLR – write answers on the board. (T1) Explain what an ESLR is. Ask students to share examples of what might be a good ESLR (doesn't need to ROP-related). 	Overhead projector (T1)
Application/ Activity	20 min.	<ul style="list-style-type: none"> Draw attention to the high school ESLR poster. Have students take turns reading each one out loud. Have students form groups of 3-4. Assign one high school ESLR to each group and give them 3 minutes to discuss why this would be important to them? One student from each group shares the results. Provide the LACOROP ESLRs to each student. Select one student to read each ESLR. Explain the performance indicators as some specific ways the ESLR could be assessed. As a class, ask students how the ROP ESLRs differ from the high school ESLRs? (<i>ROP ESLRs are vocationally/</i> 	High School ESLR poster or written on paper. Disseminate the LACOROP ESLRs.

		<p><i>career technically oriented. In a review of the 22 districts, at least one of the high school ESLRs was related to employment or productive citizenry.)</i></p> <ul style="list-style-type: none"> Review each of the ROP ESLRs and ask the class if they think the ESLR is important. Why or why not? Are there other performance indicators that could be listed? What have students already done in their classes (ROP or non-ROP) that addresses one or more of the ROP ESLRs? What evidence could be provided to support improvement in the ESLRs? Write on the board. Handout ESLR Scoring Guide. Explain the developmental stages. Ask students to volunteer examples of evidence that would support ESLR attainment. 	Disseminate the ESLR Scoring Guide/ Rubric.
Closure	2 min.	<ul style="list-style-type: none"> Explain that during the class students will be asked to: <ul style="list-style-type: none"> Identify the ESLR they are working on. Discuss verbally or in writing what to do to improve attainment of the ESLR. Determine and/or provide evidence of ESLR improvement/attainment. 	
Assessment/ Evaluation	7 min.	<ul style="list-style-type: none"> Show the ESLR Crosswalk for Students. This lesson may be too early in the course for students to actually complete the charts but may be disseminated now or held for later (quarter or semester grading). 	(T2) ESLR Crosswalk for Students
Homework	1 min.	<ul style="list-style-type: none"> Ask students to think about how the ROP ESLRs are experienced outside of class and school. Students can share verbally or write a paragraph the next class session. 	