Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Javier Cantu, Asst. Port Director, US Customs & Border Protection

Servando L. Abad Jr.	Algebra 2	Summer 2007
Teacher's Name	**Course/Subject**	**Date(s)/Time**

Content

Objective(s)

The learner will examine whether a set of data from the US Customs and Border Protection (CBP) and from the internet is linear, quadratic or neither using the TI calculator. The learner must get at least 4 out 5 questions correctly in the evaluation to ensure mastery.

Career Concentration(s)

- ☐ Agricultural Science
- ☐ Art, Communications & Media
- ☑ Business & Marketing
- ☐ Health Science Technology
- ☐ Human Dev., Management & Services
- ☑ Industrial and Engineering
- ☑ Personal and Protective Services

TEKS Reference: A.2C, A.2D, 2A.1B, 2A.6B

TAKS Reference: Objectives 2, 5, and 10.

Process

Focus/Anticipatory Set

A two-minute video presentation on the activities of US Customs and Border Protection (CBP) officers.

Relevance/Connection to Workplace

CBP officers require higher analytical ability as they carry on their duties. The officers in the passenger processing section need to make decisions immediately based on their analysis of the situation in a very limited amount of time.

Bloom's Taxonomy in Lesson

- ☐ Knowledge
- ☐ Comprehension
- ☑ Application
- ☑ Analysis
- ☐ Synthesis
- ☐ Evaluation

Multiple Intelligences

- ☑ Linguistic
- ☐ Logical/Math
- ☐ Musical
- ☐ Spatial
- ☑ Bodily-Kinesthetic
- ☑ Intrapersonal
- ☑ Interpersonal
- ☐ Naturalist

SCANS

Foundation

	A	B	C	D	E	F
1	☑	☑	☑	☑	☑	
2	☑	☑	☑	☐	☑	☑
3	☑	☑	☑	☑	☑	

Competencies

	A	B	C	D	E	F
1	☑	☐	☐	☐		
2	☑	☑	☐	☐	☑	☑
3	☑	☐	☑	☐		
4	☐	☑	☐			
5	☑	☑	☑			

Instructional Methodology (Activities)

- ☑ Lecture
- ☑ Teacher Modeling
- ☑ Media Presentation
- ☑ Small Group
- ☑ Class/Group Discussion
- ☐ Question/Answer
- ☑ Guided Practice
- ☑ Independent Practice

Instructional Material(s)

Power Point Presentation, set of data from US Customs and Border Protection (CBP) and from the internet

Detail(s) of Instructional Methodology (Activities)

Present video to the class. Short review on graphs of linear and quadratic functions and the steps involved in graphing with TI calculator will follow. Discuss two examples in class with students. Allow students to work in pair. Three more exercises will be done by the students. Give 3 problems for independent practice then 5 more problems for the summative evaluation. Reteach if necessary by giving additional exercises.

Materials/Resources

computer unit, US Customs and Border Protection official web site: URL: http://www.cbp.gov

Use of Technology

computer projector, TI calculators, URL:http://www.cbp.gov/linkhandler/cgov/newsroom/video/this_is_cbp.ctt/cbp_music_video.wmv

Accommodations

ESL students will be paired with non-ESL. Modifications will be based on the student's Individual Educational Plan (IEP).

Product

Assessment

- ☑ Teacher Evaluation
- ☐ Employer Evaluation
- ☑ Test/Quiz
- ☑ Peer/Self Evaluation
- ☐ Written/Oral Presentation
- ☐ Others; _____

Bloom's Taxonomy in Assessment

- ☐ Knowledge
- ☐ Comprehension
- ☑ Application
- ☑ Analysis
- ☐ Synthesis
- ☐ Evaluation

Reteach Activity/Homework

Each student will be asked to cite a personal experience that can be represented by either a linear or quadratic graph. They will write their description of the situation on a sheet of paper and will turn in the next class session.

Lesson Closure

What advantage does graph give over tables or chart?