

Careers in Action

Summer Educator Internship/Lesson Plan Writing Project

This lesson has been endorsed by Brent Branham, Deputy City Manager, City of McAllen

Arnold Gonzalez	American Government	Summer 2007								
Teacher's Name	Course/Subject	Date/Time								
Content	Objective(s)									
	Students will analyze the process of developing a budget by distributing \$1,000,000 to various city services. Students will present and defend their allocating of funds to the services.									
	TEKS Reference: 9I, 12D, 16A, 22B, 23A TAKS Reference: Objective 4									
Career Concentration(s)										
<input type="checkbox"/> Agricultural Science <input type="checkbox"/> Art, Communications & Media <input checked="" type="checkbox"/> Business & Marketing <input type="checkbox"/> Health Science Technology		<input checked="" type="checkbox"/> Human Dev., Management & Services <input type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Personal and Protective Services								
Procedure	Focus/Anticipatory Set	Bloom's Taxonomy In Lesson	Multiple Intelligences	SCANS						
	(for discussion) You have \$100 to spend in a weeks time.\$50 is due to your cell phone provider, you want a new wardrobe that costs \$80, and you need to purchase gas and food for the week. How would you spend your \$?	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spartial <input type="checkbox"/> Bodily-Kinesthetic <input checked="" type="checkbox"/> Intrapersonal <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	Foundation						
	Relevance/Connection to Workplace									
	City managers are required to create and approve budgets. In addition, all workplaces make decisions on how to distribute funds.			Competencies						
	Instructional Methodology (Activities)									
	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> teacher Modeling <input type="checkbox"/> Media Presentation <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input type="checkbox"/> Question/Answer <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice									
	Instructional Material(s)									
	A list of city services including: fire, law enforcement, public transportation, trash collection, parks, recreation, public works, public utilities (water and sewer), and traffic operations.									
	Detail(s) of Instructional Methodology (Activities)									
	Students will be presented with the aforementioned scenario. Students will be given two minutes to figure out their decision and five minutes will be set aside for discussion. Next the instructor will lecture on the services that will be considered for their budget assignment. Then the students will be grouped into cohorts of three (speaker, writer, illustrator, all will present). Each group will be assigned with the task of planning a budget by deciding how much of their \$1,000,000 budget should go to the respective city services. Each group will be asked to present and illustrate (on a poster or large post it sheet) its budget to the class. The class may ask questions. Students will be assessed on their verbal and nonverbal effectiveness (see grid).									
Materials Resources										
a handout sheet with a list of city services (see above)										
Use of Technology										
Calculators, and computer and data projector to display anticipatory set										
Accommodations										
Accommodations will be made according to students' modifications										
Assessment		Bloom's Taxonomy in Assessment								
<input checked="" type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Employer Evaluation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Peer/Self Evaluation <input type="checkbox"/> Written/Oral Presentation <input type="checkbox"/> Others; _____		<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation								
Product	Reteach Activity/Homework	Lesson Closure								
	Students will be asked to interview their parents by asking them about how they conduct their budgets. Student will document their findings for future discussion.	Teacher will close the lesson by asking the groups to volunteer opinions on their experiences of working together with their peers to create budgets. In addition, students will be asked to recognize the most important service.								