

# Careers in Action

## Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Norma Jean Justance, Vice President, La Joya Area Federal Credit Union

Juana M. Perez	English II	Summer 2007
<b>Teacher's Name</b>	<b>Course/Subject</b>	<b>Date(s)/Time</b>

<b>Content</b>	<b>Objective(s)</b>	<b>Career Concentration(s)</b>
	Students are to organize all class assignments and paperwork in a binder (as per their discretion) to be graded every Six Weeks.	<input type="checkbox"/> Agricultural Science <input type="checkbox"/> Art, Communications & Media <input checked="" type="checkbox"/> Business & Marketing <input type="checkbox"/> Health Science Technology <input type="checkbox"/> Human Dev., Management & Services <input type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Personal and Protective Services

**TEKS Reference:** 2E, 3A, 4D, 5B, 16AEF, 21AC

**TAKS Reference:** None

<b>Process</b>	<b>Focus/Anticipatory Set</b>	<b>Bloom's Taxonomy in Lesson</b>	<b>Multiple Intelligences</b>	<b>SCANS</b>					
	Place students in groups and distribute randomly organized and unorganized binders. Instruct the groups to retrieve specific papers from the binders. Discuss why they were able or unable to react quickly to the teacher's instructions. Have students reflect on the importance of being organized.	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input checked="" type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	<b>Foundation</b>	A	B	C	D	E
<b>Relevance/Connection to Workplace</b>	All departments at the credit union keep binders in which they store important information which they may refer to on a daily basis.		<b>Competencies</b>	A	B	C	D	E	F
			1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Process</b>	<b>Instructional Methodology (Activities)</b>	<b>Instructional Material(s)</b>
	<input 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	Binders & Dividers

<b>Process</b>	<b>Detail(s) of Instructional Methodology (Activities)</b>	<b>Materials/Resources</b>
	Inform students that they are required to maintain a binder for the class. Explain that they are expected to have all their class work, notes, journals, tests, etc. in their binder. They will be allowed to be creative in creating the cover page and spine for the outside of the binder (clean, legal, and decent). They will also be allowed to identify the tabs as they deem necessary rather than have the teacher tell them how to label each tab. Students will also need to keep a table of contents or assignment sheet in which they will write the date and title of every sheet that is placed in the binder. After the initial binder check, binders will be checked on a Six Weeks basis according to the assignment sheet.	Rubrics for scoring binder Sample binders (organized and unorganized)

<b>Process</b>	<b>Use of Technology</b>
	Microsoft Word & Publisher

<b>Process</b>	<b>Accommodations</b>
	As per individual IEP student modifications.

<b>Product</b>	<b>Assessment</b>	<b>Bloom's Taxonomy in Assessment</b>
	<input 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 checked="" type="checkbox"/> Other: <u>Rubric</u>	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation Six Weeks Binder Check

<b>Product</b>	<b>Reteach/Enrichment/Homework</b>	<b>Lesson Closure</b>
	Distribute notes and completed assignments and have students place them in the correct sections of their binders.	Have each group of students list five jobs and three reason why organization is crucial to those jobs. Have students share their responses.