

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by William L. Morris, University Registrar, UTPA

Rosie Salinas	Counseling and Guidance/Career	Summer 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	TLW write daily in his/her journal to document feelings, thoughts, and behaviors in order to plan weekly goals to increase grades to a passing standard through the process of staying focused on your goals and enjoying the	<input type="checkbox"/> Agricultural Science <input type="checkbox"/> Art, Communications & Media <input 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

TEKS Reference:

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Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS							
	Given the prompt, "Any job can be boring if you make it boring. And any job can be fun, if you make it fun," write in your journal what you can do to make your job more fun.			Foundation	1	A	B	C	D	E	F
Relevance/Connection to Workplace	The work at the office of the registrar may be repetitive and tedious, so employees must mold their attitude, be in the moment, and make their work fun.	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	<input type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic <input checked="" type="checkbox"/> Intrapersonal <input type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	Competencies	1	A	B	C	D	E	F
				2	3	4	5				

Process	Instructional Methodology (Activities)	Instructional Material(s)
	<input type="checkbox"/> Lecture <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Media Presentation <input type="checkbox"/> Small Group <input type="checkbox"/> Class/Group Discussion <input type="checkbox"/> Question/Answer <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice	The Fish Work Book and journal

Process	Detail(s) of Instructional Methodology (Activities)	Materials/Resources
	Begin the focus activity. View the Fish Philosophy video. Given the activities in the Fish Work Book, write journal entries for the next three weeks. Once a week, meet for group counseling to share journal entries to plan weekly goals to address failing subjects. At the end of the reporting period, have students complete the self evaluation form.	Fish philosophy video, Fish philosophy work book, titles of books to check out from library

Process	Use of Technology
	Television and DVD player

Accommodations
Follow 504 or special education accommodations.

Product	Assessment	Bloom's Taxonomy in Assessment
	<input type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Employer Evaluation <input type="checkbox"/> Test/Quiz <input checked="" type="checkbox"/> Peer/Self Evaluation <input type="checkbox"/> Written/Oral Presentation <input type="checkbox"/> Others; <u>Report card</u>	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation

Product	Reteach Activity/Homework	Lesson Closure
	Search in www.fishphilosophy.com to read or view examples. Assign a peer tutor to the student.	Review with students the importance of maintaining a journal to learn insights about self and intervene in a timely manner.