

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Marcia Caltabiano-Ponce, Managing Editor, The Monitor

Steve Schaffer	Social Studies	Summer 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	Using their government text and information from local government entity websites, students will identify and then illustrate the structure of each entity by constructing an organizational flow-chart for each entity, to be graded against a) information provided by the entity and b) governmental structure models in the text.	<input type="checkbox"/> Agricultural Science <input checked="" 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: Government 9H, I, 16A,

TAKS Reference: Objectives 4 & 5

Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS						
	Students will discuss their opinions of various school policies, municipal and county laws, as well as state and federal laws. They will then be asked if they know to whom, in each entity, to address concerns.	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Application <input checked="" 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 checked="" type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic <input checked="" type="checkbox"/> Intrapersonal <input type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	Foundation						
	Relevance/Connection to Workplace			Competencies						
	Newspaper reporters, students, taxpayers, and the general public need to know which official or office to contact to ensure that entity's quickest and most efficient response to situations requiring official resolution.									

Process	Instructional Methodology (Activities)	Instructional Material(s)
	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Teacher Modeling <input checked="" type="checkbox"/> Media Presentation <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input checked="" type="checkbox"/> Question/Answer <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice	Newspapers to use in illustrating stories of government entities' response to questions

Process	Detail(s) of Instructional Methodology (Activities)	Materials/Resources
	Teacher-initiated discussion on policy and law, followed by brief lecture on necessity of organization and responsibility in bureaucracy and levels of bureaucracy. Students then see example of a flowchart (overhead projector) accompanied by teacher explaining convenience of charts to clarify chain of command; followed by Q&A to assess comprehension. Students then research structure of local entities via websites and compare their findings with example charts in their texts before synthesizing info from these sources to construct their own flowcharts for these entities.	Newspapers, government textbooks, paper or poster boards, pencils, pens, markers
		Use of Technology
		Computers, overhead projectors to illustrate flowchart examples

Accommodations

Depending on class size and computer availability in library, students will work either individually or in groups of two.

Product	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 checked="" type="checkbox"/> Others; <u>flowchart</u>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Application <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation
	Reteach Activity/Homework	Lesson Closure
	Teacher assigns students to devise an "ideal" version of one of the flowcharts they have produced, and to explain why it is better than the actual one.	Students identify the government entity that most closely affects their lives, and explain why this is their choice.