

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	Fall 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	Students will use several sources of current events (newspapers, periodicals, websites) to discuss how current events affect their lives. They will then determine the source best formatted for in-formation delivery, then use word-processing to produce their own campus newsletter having no more than two usage errors.	<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: US History 24 A, B, C, E, F, G, H; 25 B, C, D; 26 A, B

TAKS Reference: Objectives 1, 2 & 5

Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS						
	Students will discuss importance of current events and review ways in which a) current events affect their lives and b) KNOWLEDGE of such events can further enhance their lives. Relevance/Connection to Workplace Students, as well as employees, need to know about upcoming events to better facilitate planning, and know that these events affect their status or progress in the school or workplace.	<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 type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input checked="" type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic <input checked="" type="checkbox"/> Intrapersonal <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	Foundation	A	B	C	D	E	F
				Competencies	1	2	3	4	5	

Instructional Methodology (Activities)	Instructional Material(s)
<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Teacher Modeling <input type="checkbox"/> Media Presentation <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input checked="" type="checkbox"/> Question/Answer <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice	Newspapers, periodicals, newsletters, computers, digital cameras (optional)

Detail(s) of Instructional Methodology (Activities)	Materials/Resources
After a discussion of current events' affect on our lives, students will review various organizational websites, newsletters, periodicals, and newspapers to determine the most effective format for their own campus newsletter. As an option, the teacher can direct students to the most visually effective publications. Students will then brainstorm to devise a laundry list of items and events of interest to their specific campus. With the help of BCIS teachers, they will select or devise their own template to use in conjunction with word processing to create the newsletter.	pens/pencils, paper

	Use of Technology
	computers, word-processing program, digital cameras (optional), photo software (optional)

Accommodations
Students will work in groups and, at times WITHIN the group, individually.

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 checked="" type="checkbox"/> Written/Oral Presentation <input checked="" type="checkbox"/> Others; <u>newsletter</u>	<input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation
	Reteach Activity/Homework	Lesson Closure
	Each student will produce a written summary of his/her day's work in the process of creating a newsletter, plus each student will generate a list of skills they learned that day.	Each student will verbally state what his role/assignment was for the day, and predict his role/assignment for the next day in the process of creating a newsletter.