|  |
| --- |
| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Health Science |
| **Course Name** | Practicum in Health Science  |
| **Lesson/Unit Title** | Academic Requirement Research  |
| **TEKS Student Expectations** | **130.233. (c) Knowledge and Skills**(2) The student applies mathematics, science, English language arts, and social sciences in health science. (A) The student is expected to interpret data from various sources in formulating conclusions(B) The student is expected to compile information from a variety of sources to create a technical report(C) The student is expected to plan, prepare, and deliver a presentation(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. (B) The student is expected to develop new problem-solving strategies based on previous knowledge and skills(C) The student is expected to evaluate performance for continuous improvement and advancement in health care |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Upon completion of this lesson, the student will be able to:* Explore the requirements for a specific career of choice
* Recognize and plan on the continuing need for education advancement and training to keep up with new discoveries and technology in medicine
 |
| **Rationale** | To ensure life-long success, it is important to gather information about what you can earn in a career, the requirements to gain and maintain certification/licensure, and possible professional advancements in the career. |
| **Duration of Lesson** | 4 – 8 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * “*Oh,* *the Places You’ll Go”* by Dr. Seuss
* Career Knowledge Worksheet
* Oh the Places You Will Go Project Questions
* Oh the Places You Will Go Project Rubric
* Oral Presentation Rubric
* Computers with internet access
* Copy of either the Project Rubric or Multimedia Rubric
* Texas Reality Check - <http://www.texasrealitycheck.com/>
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Begin by reading the story *“Oh the Places You’ll Go”* by Dr. Seuss aloud. Pass out the Career Knowledge Worksheet to students. Ask students to write the answers to the questions on their sheet of paper. |
| **Direct Instruction \*** | Many upper classmen think that they have researched careers and know how they are going to reach that goal. Helping students understand the bigger picture can help them prepare for possible roadblocks and detours in both life and careers. By searching for alternative pathways to reaching goals, students will be better prepared for the places they will go.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Research and complete the *“Oh the Places You’ll Go”* activity check list. Once the research is complete, place the information on a *“Cat in the Hat”* hat and decorate. The Information sheet will also be turned in with references listed with the information. Students will use their hat to report to the class on the places they will go.
2. Make a “Career Road Map” that takes students with an entry level job for the field of their choice up to the professional level. Students should research the beginning level to the current top level to visualize what would be expected to reach that level. Then after researching the information students should place their findings on a poster board or in a multimedia presentation. The map should include several different routes the student could take to go from point A to point B. For example, what if they did on-the-job training; then went to a two-year college; and, then finished at a university. Another route might be to start at the university level. Students need to verbalize the advantages and disadvantages of going each route when presenting their Road Map.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*The student will list steps used to gain entrance to a college or university.  |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | Successful completion of research worksheetHat rubricOral Presentation Rubric Project Rubric or Multimedia Rubric*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE  |
| **References/Resources/****Teacher Preparation** |  |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enhancement, the student will plan their schedule, including how many hours needed to complete their degree in a timely manner. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | HOSA, SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)