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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Architecture & Construction |
| **Course Name** | Practicum in Architectural Design |
| **Lesson/Unit Title** | Scholarships for Post-Secondary Options |
| **TEKS Student Expectations** | **130.66. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) apply the competencies related to resources, information, interpersonal skills, systems, and technology in appropriate settings and situations  (2) The student relates communication, mathematics, and science to the requirements of the students chosen field. The student is expected to:  (A) demonstrate effective verbal and written communication skills with individuals from varied cultures, including fellow workers, managers, and customers  (9) The student applies communication, mathematics, and science knowledge and skills to job-related activities. The student is expected to:  (A) apply written, verbal, and visual communication techniques consistent with industry standards  (B) The student is expected to use mathematics concepts in communication technology |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Locate five scholarships for which they meet the requirements. * Create an organized file system for the documents required by the scholarship. * Write three essays appropriate to submit with scholarship applications. * Request and collect at least three references to be submitted with scholarship applications. * Write thank you letters to anyone who writes references. * Create a calendar to track the due dates of the scholarships. |
| **Rationale** | In this lesson, students will locate five scholarship opportunities, complete three applications from beginning to end, and submit at least one scholarship application to an architectural institution. |
| **Duration of Lesson** | 10 Class Periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Letter of recommendation - A document in which the writer assesses the qualities, characteristics, and capabilities of the person being recommended in terms of that individual's ability to perform a particular task or function. Letters of recommendation are typically related to employment (such a letter may also be called an employment reference or job reference), admission to institutions of higher education, or scholarship eligibility. * Reference - A letter from a previous employer testifying to someone's ability or reliability, used when applying for a new job. * Resume - A document that is used to “sell” applicant’s abilities to prospective employers. * Scholarship – A grant or payment made to support a student's education, awarded based on academic or other achievement. * Transcripts - An official record of a student's work, showing courses taken and grades achieved. |
| **Materials/Specialized Equipment Needed** | * Scholarship websites * Grading rubric * Internet * USB flash drives or collaborative drives * Computers (for students to complete project) * Scanner to scan recommendation letters |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Learner Preparation   * Ask students to describe how homes looked in the past. |
| **Direct Instruction \*** | I. Explain different types of funding   1. Apply for Financial Aid 2. Scholarships 3. National Grants 4. Pell Grants 5. Service Commitment: AmeriCorps, PeaceCorps, ROTC, Military 6. Local schools / living at home   TEACHER NOTE: Talk through the different types of funding for post-secondary education. Open the discussion to see what the students have thought about using.  II. What Kinds of Scholarships   1. University/College 2. National 3. State 4. Organizational 5. Local   TEACHER NOTE: Give examples of the different types of scholarships someone may find at each level. Add appropriate examples from your own industry.  III. Scholarship Searches and Strategies   1. Search sites & Aggregators 2. Professional organizations 3. Local organizations 4. School counselors 5. Lists 6. Emails   TEACHER NOTE: Help students find scholarships that would be beneficial to them. By looking at the scholarships that they found, discuss the common elements that students have found.  IV. Scholarship Process   1. Key components 2. Personal information 3. Resume 4. Academic information 5. Community information 6. Essay 7. References 8. Transcripts 9. Due dates   V. Organization   1. File types 2. USB flash drives or collaboration drives   TEACHER NOTE: Based on your school’s security, find out what collaborative drives are available.  VI. Keeping Track of Time   1. Start early 2. December due dates 3. Documentation of enrollment / grades   TEACHER NOTE: Show different types of calendar templates. Allow students to use what they will follow – even their smart phones.  VII. Resume   1. Content types 2. Writing tips 3. Example 4. Content ideas   TEACHER NOTE: Provide examples of student resumes.  VIII. Reference Letters   1. Reference process 2. Get more letters than you need 3. Write thank you notes   TEACHER NOTE: Help students brainstorm whom they could ask to be a reference.  IX. Scholarship Essays   * 1. Good writing   2. Flow / structure   3. Memorable   4. Tell your story   5. Share your heart   6. Stand out from other students   7. Essay ideas   TEACHER NOTE: Essays may take more or less time in the classroom depending on your own schedule and how much writing they can do at home.  X. Transcripts   1. Ordering and organizing   TEACHER NOTE: Check with your own school about the transcript request process.  XI. Finalize Project   1. Self-review 2. Finalize project pieces 3. Submit   TEACHER NOTE: Give a copy of a rubric to each student for a self-evaluation.  *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 \*** | Students will work at their own paces to complete the activities.  All work is to be done in class, so the teacher can check for understanding.  Students are strongly encouraged to take ownership of this activity and to establish a workable pace to complete it on time.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | * What do you think scholarship committees are looking for when they review resumes, essays, and letters of recommendations? * Where are the best places to find scholarships?   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  *NONE* |
| **Summative/End of Lesson Assessment \*** | * Use the Scholarship Planning Rubric to evaluate.   *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** | Preparation   * Find scholarships that would be appropriate for your cluster area. * Find scholarship listings for your local community. * Pull example resumes. * Each year, ask students for samples to share with other students. |
| **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) | Create a bulletin board to share the successes of each scholarship received. One idea is to have fake checks that can be put up on the board. Teacher can also track how much total funding each class receives. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | 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)