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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government  |
| **Lesson/Unit Title** | Scholarships for Post-Secondary Options  |
| **TEKS Student Expectations** | **§130.210. Knowledge and Skills**(6) The student documents knowledge and skills attained in the practicum.(A) The student is expected to update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective**Upon completion of this lesson, each student will create an organized structure and the files needed to apply to multiple scholarships.**Specific Objectives*** Students will locate five scholarships that they meet the requirements for.
* Students will create an organized file system for the documents required by the scholarship.
* Students will write three essays appropriate to submit with scholarship applications.
* Students will request and collect at least three references to be submitted with scholarship applications.
* Students will write thank you letters to anyone who writes references.
* Students will create a calendar to track the due dates of the scholarships.
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| **Rationale** | Scholarships give students a chance to pursue their dreams. It is essential to know of them, and use the opportunities provided, to complete the best education possible.  |
| **Duration of Lesson** | This lesson should take eight to 10 class days to complete. |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | **Materials Needed*** USB flash drives or collaborative drives

**Equipment Needed*** Computers (for students to complete project)
* Projector (for digital presentation)
* Scanner to scan recommendation letters
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Statistics or current articles on college costs from internet |
| **Direct Instruction \*** | **Day 1: Scholarship & Funding Opportunities*** Teacher presentation on scholarships and demonstration of finding scholarships.
* Students will identify two sources of scholarships.

**Day 2: Getting Organized*** Teacher presentation on scholarship process and organizations.
* Students will identify two additional sources of scholarships.
* Students will create a digital system to organize and track scholarship applications.
* Students will identify the common elements of scholarship applications, including but not limited to, transcripts, resumes, essays, photographs, and letters of recommendation.

**Day 3: Keeping Track of Time*** Teacher presentation on time keeping and calendaring.
* Students will identify one additional source of scholarships.
* Students will create a plan for five scholarships with a calendar timeline to complete and submit the materials.

**Day 4: Resumes*** Teacher presentation on writing resumes.
* Students will write resumes.
* In partners, students will edit and review resumes.

**Day 5: References*** Teacher presentation on getting personalized references.
* Student will write an email that can be used to solicit references.
* Students will contact at least three individuals for reference letters for each scholarship.

**Day 6- 8: Writing essays*** Teacher presentation on writing scholarship essays.
* Students will write and edit one essay per day.
* In pairs, students will review and revise edits.
* Essays can be written in class or assigned as homework.

**Day 9: Collecting Transcripts*** Students will collect necessary transcripts from high school or college programs.
* Students will work on documentation in folder system.
* Students will be editors for each other’s work for proof and review.
* Students will contact/follow-up with individuals for reference letters.
* Students will scan and organize reference letters.
* Students will write thank you letters to references.

**Day 10: Finalize Project*** Students will finalize project.
* Students will complete a self-evaluation of the project using the rubric.
* Students will submit final USB flash drive or link to collaborative drive.

*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 \*** | Use presentation and information to accompany; see attached outline. (Coming Soon)Give students “Scholarship Resource Handout”. *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 \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of <www.cte.unt.edu>. |
| **Lesson Closure** | Questions and discussions: * 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?
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| **Summative/End of Lesson Assessment \***  | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** Instructor will observe students during Independent Practice.
* Instructor will assist students as needed.
* Use the Scholarship Planning Rubric to evaluate.
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| **References/Resources/****Teacher Preparation** | **Instructional Aids*** Scholarship websites
* Internet
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| **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) |  |
| **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)