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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Health Science |
| **Course Name** | Principles of Health Science |
| **Lesson/Unit Title** | Scavenger Hunt |
| **TEKS Student Expectations** | 130.222. (c) Knowledge and Skills  (5) The student assesses career options and the preparation necessary for employment in the health science industry.  (A) The student is expected to locate, evaluate, and interpret career options and employment information  (7) The student identifies the career pathways related to health science.  (A) The student is expected to compare health science careers within the diagnostic, therapeutic, health informatics support services, and biotechnology research and development systems |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  |  | | --- | --- | | * Identify, explore, and review career opportunities within the Health |  | | Science Cluster |  | | * Compare levels of education for careers of personal interests |  | | * Research steps required to participate in a variety of career and |  | | educational opportunities |  | |
| **Rationale** | It is critical that students can identify career opportunities within the health science cluster. |
| **Duration of Lesson** | 2 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | |  | | --- | | * Vocabulary Quiz Handout | | * Career Scavenger Hunt Handout | | * Computers with Internet access | | * Cluster Art Activity (Extension) | | * Art materials such as: poster board, paint, tape, glue, newspapers, | | magazines, ceiling tiles, markers, coat hangers, thread, scissors, etc. | |  | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  |  | | --- | --- | | * Instruct students to prepare for a vocabulary quiz | | | * Facilitate and collect quiz documents | | |  | Following the quiz, review the requirements of the Scavenger Hunt | |  | Allow students to choose their careers of preference | |
| **Direct Instruction \*** | *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 \*** | Career Scavenger Hunt   1. This activity gives students the opportunity to gain knowledge about career opportunities within the Health Science cluster. 2. Give each student a copy of the “Career Scavenger Hunt” worksheet and go over the directions with them. 3. Students will use computers and the internet to follow the directions and complete the activity sheet for 3 different occupations. 4. If time permits, ask students to share either one thing they didn’t know about the occupations they examined.   Cluster Art Activity   1. After completing the Cluster Scavenger Hunt Activity, have students create an art project that communicates at least one of those occupations. *Optional:* students work in pairs or individually. 2. Using the art materials provided have them create their choice of: a bulletin board, poster board, decorative ceiling tile, mobile, door decorations, etc. They can search for pictures from the newspapers and magazines or find copyright free photos to print to use in the art projects. *(*http://creativecommons.org/ is a good place to start). 3. After art pieces are completed, have the students use them to decorate the classroom.   *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** | * Review several aspects of the entire Career Exploration module using questioning techniques * Explain the relationship between educational achievement and career success |
| **Summative/End of Lesson Assessment \*** | * Vocabulary Quiz (coming soon) * Verbal responses to questions (coming soon) * Participation in all activities (coming soon) * Successful completion of “Career Scavenger Hunt” (coming soon)   *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) | * Cluster Art Activity * Have students write a reflection paper about the entire Career Exploration Module Experience |
| **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)