

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Javier Cantu, Asst. Port Director, US Customs & Border Protection

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Algebra 2

Summer 2007

Course/Subject

Date(s)/Time

Content	Objective(s)	Career Concentration(s)
	The learner will develop the art of questioning by formulating at least five higher order level of questions and answers on a given set of data from the US Customs and Border Protection (CBP). The higher order level of questions will be based on Bloom's Taxonomy: Analysis, Synthesis and Evaluation.	<input type="checkbox"/> Agricultural Science <input 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 checked="" type="checkbox"/> Industrial and Engineering <input checked="" type="checkbox"/> Personal and Protective Services

TEKS Reference: A.1D, A.1E, A.2D, 2A.1B

TAKS Reference: Objectives 1 to 10

Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS						
			Foundation	A	B	C	D	E	F
Relevance/Connection to Workplace	Comprehension	Bodily-Kinesthetic	Competencies	A	B	C	D	E	F
				A	B	C	D	E	F

Process	Instructional Methodology (Activities)	Instructional Material(s)
	<input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Teacher Modeling <input checked="" type="checkbox"/> Media Presentation <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Class/Group Discussion <input type="checkbox"/> Question/Answer <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice	Teacher created presentation and set of data from US Customs and Border Protection (CBP)

Process	Detail(s) of Instructional Methodology (Activities)	Materials/Resources
	Brief power point presentation on the relevance of the questioning skill. Teach students the different levels of questions of Bloom's Taxonomy. Provide all students with the sample verbs as their guide. Practice formulating higher-level questions and answers with at least two sets of data providing close monitoring to all students. Give more exercises if students need additional assistance. Conduct independent practice then administer the summative evaluation.	US Customs and Border Protection official website: URL: http://www.cbp.gov

Process	Use of Technology
	computer projector and URL: http://www.teachers.ash.org.au/researchskills/dalton.htm

Accommodations

Modifications will be based on the Individual Educational Plan (IEP) of the students.

Product	Assessment	Bloom's Taxonomy in Assessment
	<input checked="" type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Employer Evaluation <input checked="" type="checkbox"/> Test/Quiz <input checked="" type="checkbox"/> Peer/Self Evaluation <input type="checkbox"/> Written/Oral Presentation <input checked="" type="checkbox"/> Others; <u>student's output</u>	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input checked="" type="checkbox"/> Evaluation
Product	Reteach Activity/Homework	Lesson Closure
	Each student will be required to formulate at least five high-order level of questions about their life as a student. They will submit it in the next class session.	How is good questioning related to learning?