

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Norma Jean Justance, Vice President, La Joya Area Federal Credit Union

Juana M. Perez	English II	Summer 2007
Teacher's Name	Course/Subject	Date(s)/Time

Content	Objective(s)	Career Concentration(s)	
	After listening to a presentation from the credit union, the students will write an essay about how they will set goals for themselves to establish and maintain good credit.	<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 type="checkbox"/> Industrial and Engineering <input type="checkbox"/> Personal and Protective Services

TEKS Reference: 1ABC, 2AB, 14AB, 15CD, 16EF

TAKS Reference: Reading Obj. 3, Writing Obj. 4

Process	Focus/Anticipatory Set	Bloom's Taxonomy in Lesson	Multiple Intelligences	SCANS																																																																								
	Pretest students on vocabulary words dealing with credit such as interest, finance charges, etc. Introduce guest speaker (In my case it will be Jason from La Joya Area Federal Credit Union's mobile unit).	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Linguistic <input type="checkbox"/> Logical/Math <input type="checkbox"/> Musical <input type="checkbox"/> Spatial <input type="checkbox"/> Bodily-Kinesthetic <input checked="" type="checkbox"/> Intrapersonal <input type="checkbox"/> Interpersonal <input type="checkbox"/> Naturalist	<table border="1" style="font-size: 8px;"> <tr> <td rowspan="3" style="writing-mode: vertical-rl; transform: rotate(180deg);">Foundation</td> <td></td> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td>1</td> <td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	Foundation		A	B	C	D	E	F	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="font-size: 8px;"> <tr> <td rowspan="5" style="writing-mode: vertical-rl; transform: rotate(180deg);">Competencies</td> <td></td> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> <tr> <td>1</td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>2</td> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>3</td> <td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>4</td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	Competencies		A	B	C	D	E	F	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Instructional Methodology (Activities)	Instructional Material(s)
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Teacher Modeling <input type="checkbox"/> Media Presentation <input type="checkbox"/> Small Group <input type="checkbox"/> Class/Group Discussion <input checked="" type="checkbox"/> Question/Answer <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice	Vocabulary Pre-test Guest Speaker Post-test

Detail(s) of Instructional Methodology (Activities)	Materials/Resources
Students are to listen to speaker and take notes based on the presentation. They are then going to go over Unit 5 (pgs 59-70) of the NEFE High School Financial Planning Program which discusses what credit is, advantages, types and sources of credit, etc. The students are then to begin writing their essay which will be scored holistically (based on the TAKS Writing Rubric which can be found on the website: www.tea.state.tx.us...link to Released Tests and choose the Scoring Guide Document).	"NEFE High School Financial Planning Program" Student & Teacher Guide

Use of Technology
Microsoft Word

Accommodations
As per individual IEP student modifications.

Product	Assessment	Bloom's Taxonomy in Assessment	
	<input type="checkbox"/> Teacher Evaluation <input type="checkbox"/> Employer Evaluation <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Peer/Self Evaluation <input checked="" type="checkbox"/> Written/Oral Presentation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation	

Reteach/Enrichment/Homework	Lesson Closure
Have students search for a minimum of five credit card companies on the internet. Have them create a table which compares the Annual Fee, Grace Period, Over limit Fees, etc.	Give students post-test on vocabulary dealing with credit.