

Careers in Action

Summer Teacher Internship/Lesson Plan Writing Project

This lesson has been endorsed by Ana Valladarez, Sr. Financial Analyst, Hunt Valley Development

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Architectural Graphics

Summer 2007

Teacher's Name

Course/Subject

Date(s)/Time

Content

Objective(s)

TLW estimate cost of architecture plan within 5% of bidding amount and present it to customer, based on set of questionnaires.

Career Concentration(s)

- | | |
|--|--|
| <input type="checkbox"/> Agricultural Science | <input type="checkbox"/> Human Dev., Management & Services |
| <input type="checkbox"/> Art, Communications & Media | <input checked="" type="checkbox"/> Industrial and Engineering |
| <input type="checkbox"/> Business & Marketing | <input type="checkbox"/> Personal and Protective Services |
| <input type="checkbox"/> Health Science Technology | |

TEKS Reference: 123.62.c: 8C, 10, 11

TAKS Reference: MATH Objectives: 7, 8, 9

Process

Focus/Anticipatory Set

A set of questions will be made beforehand. A progress chart will be placed on board to keep the students focused.

Bloom's Taxonomy in Lesson

- Knowledge
 Comprehension
 Application
 Analysis
 Synthesis
 Evaluation

Multiple Intelligences

- Linguistic
 Logical/Math
 Musical
 Spatial
 Bodily-Kinesthetic
 Intrapersonal
 Interpersonal
 Naturalist

		SCANS					
		A	B	C	D	E	F
Foundation	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Competencies	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relevance/Connection to Workplace

Every home built at Sharyland Plantation has to go through Hunt Valley Dev. HVD reviews home plans through an ARC (Architectural Review Committee) and decides if home plan is architecturally appropriate for community.

Instructional Methodology (Activities)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Class/Group Discussion |
| <input type="checkbox"/> Teacher Modeling | <input checked="" type="checkbox"/> Question/Answer |
| <input type="checkbox"/> Media Presentation | <input checked="" type="checkbox"/> Guided Practice |
| <input type="checkbox"/> Small Group | <input type="checkbox"/> Independent Practice |

Instructional Material(s)

TLW receive 2-3 different types of "customers" (in this case, the different questionnaires that were prepared in previous lesson). TLW also have access to some prices of materials to estimate cost of project.

Detail(s) of Instructional Methodology (Activities)

1st- Purpose of the project and its objective is explained. Teacher will relate the experience gained from the summer internship and explain the importance of such lesson and what can be gained from it. 2nd- Questionnaires will be handed out to them and they will specify their "custom built home". Questionnaires will be exchanged and TLW calculate cost and design a house. Teacher will guide the first 2 previous steps to verify that they met budget requirements. Lesson ends in group discussion.

Materials/Resources

TLW use pictures, magazines or websites to determine which architectural style of home will be most suitable for the customer.

Use of Technology

TLW use computer with internet, and shall be able to present information gathered through a power point presentation.

Accommodations

Product

Assessment

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teacher Evaluation | <input checked="" type="checkbox"/> Peer/Self Evaluation |
| <input type="checkbox"/> Employer Evaluation | <input checked="" type="checkbox"/> Written/Oral Presentation |
| <input type="checkbox"/> Test/Quiz | <input type="checkbox"/> Others; _____ |

Bloom's Taxonomy in Assessment

- | | |
|--|--|
| <input type="checkbox"/> Knowledge | <input checked="" type="checkbox"/> Analysis |
| <input type="checkbox"/> Comprehension | <input type="checkbox"/> Synthesis |
| <input type="checkbox"/> Application | <input checked="" type="checkbox"/> Evaluation |

Reteach Activity/Homework

TLW can ask builders around community how they figure out the cost of square footage for their homes and write a page long report on it. TLW should be able to explain the importance of cost and customer satisfaction.

Lesson Closure

Companies are driven by making profit and creating value in their work. Good taste and cost can compromise without sacrificing one or the other. Overall, the company must meet their customer expectation and needs in order to continue in business. An employer that can do this will always, more than likely, have a job.