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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Scholarships for Post-Secondary Options |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills required by business and industry.   1. The student is expected to communicate effectively with others using oral and written skills   (9) The student uses information technology tools to manage and perform work responsibilities.   1. The student is expected to demonstrate advanced web search skills 2. The student is expected to demonstrate advanced word-processing skills 3. The student is expected to scheduling functions electronically to facilitate on time, prompt completion of work activities |
| **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. |
| **Rationale** | With the cost of a college education on the rise, it has become more vital than ever for students to seek out scholarship funding, no matter how small the amount. This lesson will help students locate the best scholarship resources available, as well as help them successfully apply for those scholarships. |
| **Duration of Lesson** | 10 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Scholarships, college education, funding |
| **Materials/Specialized Equipment Needed** | **Instructional Aids/Materials Needed:**   * Scholarship sites * Grading rubric * Internet * USB flash drives or collaborative drives   **Equipment Needed:**   * Computers (for students to complete project) * Scanner to scan recommendation letters   **Handouts**   * Scholarship Planning Rubric * Peer Review for Essay |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask student what types of funding are available for post-secondary education. |
| **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 \*** | 1. Apply for Financial Aid 2. Scholarships 3. National Grants 4. Pell Grants 5. Service Commitment: AmeriCorps, Peace Corps, ROTC, Military 6. Local schools/living at home 7. What Kinds of Scholarships 8. University/College 9. National 10. State 11. Organizational 12. Local 13. Scholarship Searches & Strategies 14. Search sites & aggregators 15. Professional organizations 16. Local organizations 17. School counselors 18. Lists 19. Emails 20. Scholarship Process 21. Key components 22. Personal Information 23. Resume 24. Academic information 25. Community information 26. Essay 27. References 28. Transcripts     1. Ordering and organizing 29. Due dates 30. Organization 31. File types 32. USB flash drives or collaboration drives 33. Keeping Track of Time     1. Start early     2. December due dates 34. Documentation of enrollment/grades 35. Content types 36. Writing tips 37. Example 38. Content Ideas 39. Reference letters 40. Reference process     1. Get more letters than you need     2. Write thank you notes 41. Scholarship essays 42. Good writing     1. Flow/structure     2. Memorable     3. Tell your story     4. Share your heart     5. Essay ideas 43. Finalize Scholarship Planning Project 44. Self-review 45. Finalize project pieces 46. iii. Submit |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Scholarship Planning Project |
| **Lesson Closure** | * 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? |
| **Summative / End of Lesson Assessment \*** | * Use the Scholarship Planning Rubric to evaluate. |
| **References/Resources/**  **Teacher Preparation** | **Scholarship Resources**  You can search for scholarship listings and find many sites that include listings of scholarships. Here are a few to get you started.   * **College Scholarships (Texas)**   + <http://www.collegescholarships.org/states/texas.htm> * **College Scholarships (Subjects)**   + <http://www.collegescholarships.org/scholarships/subject-specific.htm> * **Big Future by the College Board**   + <https://bigfuture.collegeboard.org/scholarship-search> * **Student Scholarships**   + <http://www.studentscholarships.org/>   Some school districts have great scholarship listings too:   * **Austin ISD**   + <https://www.austinisd.org/scholarships> * **Houston ISD**   + <http://www.houstonisd.org/site/default.aspx?PageID=110473> * **Waxahachie ISD**   + <http://schools.wisd.org/default.aspx?name=whs.scholarships>   **Scholarship Aggregators** There are many sites that help you find scholarships. You can use them to help find the scholarships, but we recommend that you use it only as a directory and submit directly to the organization instead of through the aggregator site. There are many scams where you have to pay to get scholarships. You should never have to pay anything to receive a scholarship. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **110.34. English Language Arts and Reading, English IV (One**  **Credit), Beginning with School Year 2009- 2010**  (15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students  are expected to:   1. write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include: 2. a clearly stated purpose combined with a well-supported viewpoint on the topic; 3. appropriate formatting structures (e.g., headings, graphics, white space); 4. relevant questions that engage readers and address their potential problems and misunderstandings; 5. accurate technical information in accessible language; and 6. appropriate organizational structures supported by facts and details (documented if appropriate).   (16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g.,  evaluative essays, proposals) to the appropriate audience that  includes:   1. a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions); 2. accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); 3. an organizing structure appropriate to the purpose, audience, and context; 4. information on the complete range of relevant perspectives; 5. demonstrated consideration of the validity and reliability of all primary and secondary sources used; 6. language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and 7. an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.   (18) Oral and Written Conventions/Handwriting, Capitalization, and  Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.  (19) Oral and Written Conventions/Spelling. Students spell correctly.  Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| **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)** | Business Professionals of America  Future Business Leaders of America |
| **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)