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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** | Career Journey |
| **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 pioneers in the Health Science cluster and tell their story * Review the common vocabulary found in the Health Science Pathway |
| **Rationale** | Students should be able to identify careers that are available in the Health Science Industry. |
| **Duration of Lesson** | 45 minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Occupational Lingo game card for each student * Occupations handout for each student * Occupation Information Cards for the teacher * Markers for Lingo cards (candy, pennies, washers, buttons, etc.) * Index cards * Handout: Cluster Word Find Activity (Extension) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  |  | | --- | --- | | Ask students if they can name any famous people from the Health | | |  | Science Cluster. | |
| **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 \*** | Occupational Lingo   1. Give each student a copy of the Occupational Lingo game card and game markers (16 should be enough). Instruct the students to randomly write 24 health science vocabulary terms on the Occupational Lingo term card. Remember, term only -- no definitions. 2. Cut out Health Science Lingo Term Cards for yourself. Place your Health Science Lingo and Term cards into a container so they can be drawn randomly. 3. Instruct the students to remove everything from desks except the game card and markers. 4. Randomly draw Health Science Lingo and Term cards from the container and read **only** the definition of the term. 5. Students should then place a marker over the occupation or term they believe the information or definition describes. 6. The first student that gets covers five occupations in a row or the four corners calls out “Lingo” and is a winner. Check the card for accuracy. 7. Continue play for three or four more “Lingo’s.” 8. *\*Optional:* provide Lingo winners with a prize or reward.   *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 \*** | *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 details of the Health Science pathways using questioning | | | techniques | |  | | Discuss upcoming career module experiences and expectations | | |
| **Summative/End of Lesson Assessment \*** | |  |  | | --- | --- | | * Verbal responses to questions | | | * Participation in all activities | | | * Successful completion of “Occupational Lingo” game | | |  |  |   *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 Word Find Activity   1. Give each student a copy of the “Health Science Word Find” handout. Go over the directions with the class. 2. Monitor the students as they complete the word find to make certain they have identified the correct terms from the clues. 3. \*For difficult puzzles or modification, provide a word bank. 4. \*An alternative activity is to divide the class into small groups and have them create a word find puzzle. Exchange the puzzles and have each group complete the puzzle they receive. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Health Occupations Student Association (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)