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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security | |
| **Course Name** | Practicum in Law, Public Safety, Corrections, & Security | |
| **Lesson/Unit Title** | Scholarships | |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (6) The student demonstrates technical knowledge and skills required to pursue a career in the Law, Public Safety, Corrections, and Security Career Cluster. The student is expected to:  (A) develop advanced technical knowledge and skills related to the student's occupational objective  (B) evaluate strengths and weaknesses in technical skill proficiency  (C) accept critical feedback provided by the supervisor  7) The student documents technical knowledge and skills. The student is expected to:  (A) update a professional portfolio reflecting items such as work quality and productivity; technical skills; problem solving; creativity and innovation; communication skills; teamwork and flexibility; initiative and self-direction; accountability and integrity; attendance; licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations; abstract of technical competencies mastered during the practicum; updated and current resume; samples of work; and evaluation from the practicum supervisor | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Locate five scholarships that they meet the requirements for * Create an organized file system for the documents required by the scholarship * Write three essays appropriate to submit with scholarship applications * Request and collect at least three references to be submitted with scholarship applications * Write thank you letters to anyone who writes references * Create a calendar to track the due dates of the scholarships | |
| **Rationale** | Upon completion of this lesson, each student will create an organized structure and the files needed to apply to multiple scholarships. | |
| **Duration of Lesson** | This lesson should take 10 days. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Scholarship websites * Grading rubric * Internet   **Materials Needed:**   * USB flash drives or collaborative drives   **Equipment Needed:**   * Computers (for students to complete project) * Projector (for digital presentation) * Scanner to scan recommendation letters | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Talk through the different types of funding for post-secondary education. Open the discussion to see what the students have thought about using. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Explain different types of funding  a. Apply for financial aid  b. Scholarships  c. National grants  d. Pell grants  e. Service commitment: AmeriCorps, Peace Corps, ROTC, Military  f. Local schools/living at home  II. What kinds of scholarships  a. University/college  b. National  c. State  d. Organizational  e. Local  III. Scholarship searches & Strategies  a. Search sites & aggregators  b. Professional organizations  c. Local organizations  d. School counselors  e. Lists  f. Emails  IV. Scholarship Process  a. Key components  b. Personal information  c. Resume  d. Academic information  e. Community information  f. Essay  V. Organization  a. File types  b. USB flash drives or collaboration drives  VI. Keeping track of time  a. Start early  b. December due dates  c. Documentation of enrollment/grades  VII. Resume  a. Content types  b. Writing tips  c. Example  d. Content ideas  VIII. Reference letters  a. Reference process  b. Get more letters than you need  c. Write thank you notes  IX. Scholarship essays  a. Good writing  b. Flow/structure  c. Memorable  d. Tell your story  e. Share your heart  f. Stand out from other students  g. Essay ideas  X. Transcripts  a. Ordering and organizing    XI. Finalize project  a. Self-review  b. Finalize project pieces  c. Submit | * It is recommended to make a PowerPoint presentation in conjunction with the lesson outline. * Talk through the different types of funding for post-secondary education. Open the discussion to see what the students have thought about using. * Give examples of the different types of scholarships someone may find at each level. Add appropriate examples from you own industry. * Help students find scholarships that would be beneficial to them. * By looking at the scholarships that they found, have a discussion about the common elements that students have found. * Based on your school’s security, find out what collaborative drives are available. * Show different types of calendar templates. Allow students to use what they will actually follow – even their smart phones. * Provide examples of student resumes * Help students brainstorm whom they could ask to be a reference. * Essays may take more or less time in the classroom depending on your own schedule and how much writing they can do at home. * Check with your own school about the transcript request process. * Give a copy of a rubric to each student for a self-evaluation. |
| **Guided Practice \*** | Scholarship Planning Project:  **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. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | None | |
| **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 \*** | **Informal Assessment**   * Instructor will observe students during Independent Practice. * Instructor will assist students as needed.   **Formal Assessment**   * Use the Scholarship Planning Rubric to evaluate. | |
| **References/Resources/**  **Teacher Preparation** | * Find scholarships that would be appropriate for your cluster area. * Find scholarship listings for your local community. * Pull example resumes. * Each year, ask students for samples to share with other students. | |
| **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) | Create a bulletin board to share the successes of each scholarship received. One idea is to have fake checks that can be put up on the board. You can also track how much total funding each class receives. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | 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)