



Lesson Plan for Career Activities Exploring other careers

BMT-IBT-3

					
Name (s): Sharonda Bostic		Content Area: Business Tech		Block	
		Unit: Create an E-Portfolio - What should go into a digital portfolio?		Week of: Sept. 16 th thru 20 th	
		Monday	Tuesday	Wednesday	Thursday
Standard(s):		CCGPS/GPS: ELACCS-10SL1, ELACCS-10SL2, ELACCS-10SL3, ELACCS-10SL4 & ELACCS-10SL5/ BJA-BT-2, BJA-BT-1, & BJA-BT-12	CCGPS/GPS: ELACCS-10SL1, ELACCS-10SL2, ELACCS-10SL3, ELACCS-10SL4 & ELACCS-10SL5/ BJA-BT-2, BJA-BT-1, & BJA-BT-12	CCGPS/GPS: ELACCS-10SL1, ELACCS-10SL2, ELACCS-10SL3, ELACCS-10SL4 & ELACCS-10SL5/ BJA-BT-2, BJA-BT-1, & BJA-BT-12	CCGPS/GPS: ELACCS-10SL1, ELACCS-10SL2, ELACCS-10SL3, ELACCS-10SL4 & ELACCS-10SL5/ BJA-BT-2, BJA-BT-1, & BJA-BT-12
LEARNING TARGET (1):		<ul style="list-style-type: none"> Students will research careers from www.bls.gov/ocd Students will create, edit, and publish industry appropriate documents using technology as a tool to increase productivity. Students will utilize information and technology tools to conduct business effectively and efficiently to work in the digital world. Students will explore the applications of digital technology on the Internet for business and educational 	<ul style="list-style-type: none"> Students will create, edit, and publish industry appropriate documents using technology as a tool to increase productivity. Students will utilize information and technology tools to conduct business effectively and efficiently to work in the digital world. Students will explore the applications of digital technology on the Internet for business and educational uses. 	<ul style="list-style-type: none"> Students will create a digital portfolio to showcase knowledge and skills learned throughout pathway courses. Students will produce a document that began with pre-planning process until final produce. Students will apply basic design principles to documents to produce professional quality products. 	<ul style="list-style-type: none"> Students will create a digital portfolio to showcase knowledge and skills learned throughout pathway courses. Students will produce a document that began with pre-planning process until final produce. Students will apply basic design principles to documents to produce professional quality products.
OPENING		<ul style="list-style-type: none"> What will students know, understand & be able to do as a result of this lesson? Is the learning target rigorous, relevant, and concept-based? 			

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Guidance/ESSENTIAL QUESTIONS:		uses			
What thought-provoking question can I ask students that will stimulate learning and cause students to wonder, inquire, and connect learning to the target?		What is a digital portfolio?	What should go into a digital portfolio?	What do employers want to see in a candidate's digital portfolio?	What do employers want to see in a candidate's digital portfolio?
Identify the DOK level.		How is a digital portfolio beneficial?	How can a digital portfolio assist in career development and employment?	What do employers want to see in a candidate's digital portfolio?	What do employers want to see in a candidate's digital portfolio?
BUILDING COMMITMENT/CUE SET/HOOK:		1/2	2/3	3	3
How can I cue/hook my students' attention to draw them into the lesson, activate their schema, and focus them on the target?		Students will be introduced to the components of digital portfolio through an instructional video.	Students will watch a brief video outlining the importance of a digital portfolio.	Students will answer the following critical thinking questions: What is a digital portfolio? Have you ever seen a digital portfolio?	Students will be introduced to the components of digital portfolio through an instructional video.
PRESENTATION/ TEACHING STRATEGY:		Students will examine a digital portfolio PowerPoint presentation.	Students examine a digital portfolio PowerPoint presentation.	Students will observe a YouTube video on designing a digital portfolio.	Students will observe sample digital portfolios.
How will I present the new information from the curriculum content in a real and personal manner using research-based best practice that will help my students make connections while circling back to the target?		Students will complete an accompanying guided notes packet.	Students will complete an accompanying guided notes packet.	Students will participate in a workshop style/meeting note taking session.	Students will observe sample digital portfolios.

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WORK SESSION	GUIDED PRACTICE	Students will create their very own digital portfolio to be used to apply for jobs and scholarships within the community. Students will save their digital portfolios for future use and to revise with new information.	Students will create their very own digital portfolio to be used to apply for jobs and scholarships within the community. Students will save their digital portfolios for future use and to revise with new information.	Students will create their very own digital portfolio to be used to apply for jobs and scholarships within the community. Students will save their digital portfolios for future use and to revise with new information.	Students will create their very own digital portfolio to be used to apply for jobs and scholarships within the community. Students will save their digital portfolios for future use and to revise with new information.	Students will create their very own digital portfolio to be used to apply for jobs and scholarships within the community. Students will save their digital portfolios for future use and to revise with new information.
	<p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> What activity will I provide my students that will allow them time to practice the skill/concept independently? 	<p>Students will be given various options on how to write their digital portfolio. Students may construct their resume with the given format and template or from scratch.</p>	<p>Students will be given various options on how to write their digital portfolio. Students may construct their resume with the given format and template or from scratch.</p>	<p>Students will be given various options on how to write their digital portfolio. Students may construct their resume with the given format and template or from scratch.</p>	<p>Students will be given various options on how to write their digital portfolio. Students may construct their resume with the given format and template or from scratch.</p>	<p>Students will be given various options on how to write their digital portfolio. Students may construct their resume with the given format and template or from scratch.</p>
CLOSING	<p>Closing:</p> <ul style="list-style-type: none"> Connect learning back to the target How will I facilitate a student-led closing to reinforce and assure understanding of the learning that will lead my students closer to the target? 	<p>Question and Answer Time. Students will discuss one thing that they learned about the digital portfolio writing process.</p>	<p>Students will discuss the uses of a digital portfolio in a video.</p>	<p>Students will detail one specialized skill and reflect on its importance in the school/work environment.</p>	<p>Students will watch a student centered video about the benefits of a digital portfolio.</p>	<p>Students will participate in a brief class discussion the advantages of a digital portfolio versus a printed one.</p>
VOCABULARY	<p>VOCABULARY:</p> <ul style="list-style-type: none"> What are the key terms students will need to know in order to understand the new material? How will the terms be taught? Students will be taught vocabulary and key terms by using the following Web 2.0 tools: Quizlet.com 	<p>Resume Cover Letter Reference Objective Work Experience Heading Education Digital Portfolio Leadership Experience</p>	<p>Resume Cover Letter Reference Objective Work Experience Heading Education Digital Portfolio Leadership Experience</p>	<p>Resume Cover Letter Reference Objective Work Experience Heading Education Digital Portfolio Leadership Experience</p>	<p>Resume Cover Letter Reference Objective Work Experience Heading Education Digital Portfolio Leadership Experience</p>	<p>Resume Cover Letter Reference Objective Work Experience Heading Education Digital Portfolio Leadership Experience</p>

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Edmodo.com, and Worle.com.	Extracurricular Activities Special Skills Example of Work Follow-up Letter Awards and Achievements	Extracurricular Activities Special Skills Example of Work Follow-up Letter Awards and Achievements	Extracurricular Activities Special Skills Example of Work Follow-up Letter Awards and Achievements	Extracurricular Activities Special Skills Example of Work Follow-up Letter Awards and Achievements	Extracurricular Activities Special Skills Example of Work Follow-up Letter Awards and Achievements
<p>DIFFERENTIATION:</p> <ul style="list-style-type: none"> How will I present the material in a manner that will provide opportunities for my students to learn through critical/creative and challenging activities tailored to address their individual learning needs? Content, process, product, and/or learning environment. 	<p>Students will be given various options on how to write their resume and design their digital portfolio.</p> <p>Students may construct their resume with the existing format and template or from scratch.</p> <p>Student rough draft digital portfolio will be peer reviewed and audited the by teacher. Students will revise and edit their rough drafts to improve their portfolio.</p> <p>Students' final product will be printed and bound into a profession portfolio.</p>	<p>Students will be given various options on how to write their resume and design their digital portfolio.</p> <p>Students may construct their resume with the existing format and template or from scratch.</p> <p>Student rough draft digital portfolio will be peer reviewed and audited the by teacher. Students will revise and edit their rough drafts to improve their portfolio.</p> <p>Students' final product will be printed and bound into a profession portfolio.</p>	<p>Students will be given various options on how to write their resume and design their digital portfolio.</p> <p>Students may construct their resume with the existing format and template or from scratch.</p> <p>Student rough draft digital portfolio will be peer reviewed and audited the by teacher. Students will revise and edit their rough drafts to improve their portfolio.</p> <p>Students' final product will be printed and bound into a profession portfolio.</p>	<p>Students will be given various options on how to write their resume and design their digital portfolio.</p> <p>Students may construct their resume with the existing format and template or from scratch.</p> <p>Student rough draft digital portfolio will be peer reviewed and audited the by teacher. Students will revise and edit their rough drafts to improve their portfolio.</p> <p>Students' final product will be printed and bound into a profession portfolio.</p>	<p>Students will be given various options on how to write their resume and design their digital portfolio.</p> <p>Students may construct their resume with the existing format and template or from scratch.</p> <p>Student rough draft digital portfolio will be peer reviewed and audited the by teacher. Students will revise and edit their rough drafts to improve their portfolio.</p> <p>Students' final product will be printed and bound into a profession portfolio.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> How will I assess for learning? 	<p>Students will be assessed by direct observation.</p>	<p>Students will be assessed by direct observation.</p>	<p>Students will be assessed by direct observation.</p>	<p>Students will be assessed by direct observation.</p>	<p>Students will be assessed by direct observation.</p>
<p>Assessment Usage:</p> <ul style="list-style-type: none"> How will my students and I know if they have successfully met the learning target? What specific criteria will be used in a successful product/process? What does success on this lesson's outcomes look like? How will I use the assessment 	<p>Students will be assessed by observation.</p> <p>Students displaying mastery will be able to complete all activities successfully.</p> <p>Students not displaying mastery will be given direct support from</p>	<p>Students will identify the employability skills employers are looking for when hiring new employees and rate themselves.</p> <p>Students will be assessed by observation.</p> <p>Students displaying mastery will be able to complete all activities successfully.</p> <p>Students not displaying mastery will be given direct support from</p>	<p>Students will be assessed by observation.</p> <p>Students displaying mastery will be able to complete all activities successfully.</p> <p>Students not displaying mastery will be given direct support from</p>	<p>Students will be assessed by observation.</p> <p>Students displaying mastery will be able to complete all activities successfully.</p> <p>Students not displaying mastery will be given direct support from</p>	<p>Students will be assessed by observation.</p> <p>Students displaying mastery will be able to complete all activities successfully.</p> <p>Students not displaying mastery will be given direct support from</p>

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Career Development Act. Exposing students to other careers

Exploring other Careers within CTAE Programs
 Career Development
 Reading
 Chelsea Knight
 Business Technology

Class Starters & Enders
 Making the Most of Instructional Time
Five Minute Lessons

Transgenic Xenografts

Program Areas: Biotechnology, Healthcare, Agriculture, Engineering & Technology

Objectives: Read the narrative and make notes of important points, answer questions, if provided, and be ready to discuss the topic.

"The creature outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which." -George Orwell, Animal Farm (1946)

Persons who need organ transplants often wait on long lists for available donors; as of 2010, the list for kidney transplants is more than 80,000 people long, and about 30% of people awaiting such transplants die before receiving one. This high demand has created a market for artificially obtained organs, such as those taken from prisoners or even murder victims and implanted in countries with little regulation. As a way of alleviating this shortage, one alternative is the use of animals as organ donors, known as **xenografts** or **xenotransplants**. The most desirable donors would be chimpanzees, as they are genetically very similar to humans and have similar blood characteristics and physiology, but they are an endangered species and also present ethical issues due to their relatively high intelligence. Baboons might be the next preferable, but they are significantly smaller and difficult to breed. Using non-human primates also carries the danger of **zoonotic** disease transmission. The best donor animal under these circumstances, and the one currently used in xenograft research, is the pig. Pig organs are similar in size to those of humans, pigs are plentiful and easy to breed, and generations of contact between humans and pigs, in addition to the larger genetic disparity, reduces the chance of disease transmission. Additionally, there are few moral objections to harvesting organs from pigs, as they are already used as food animals.

Xenografts have been attempted since 1966, surgical procedures have been sufficiently sophisticated since that time, but another problem emerged which has yet to be solved: **rejection**. Rejection occurs when the recipient's immune system recognizes the transplant as foreign material and attacks it. This eventually results in organ failure and death. In an attempt to manage rejection, one strategy is to give the patient **immunosuppressant** drugs, but this naturally leads to complications such as increased risk of infection and opportunistic diseases. It would be preferable to find a way for the body to accept the organ as if it were native tissue.

The first **transgenic** pig was born in 1989; by inserting additional genes into pig embryos, researchers were able to produce a pig that had the genes of their choice. Since then, refinements to the technique have produced such innovations as pigs that glow in the dark and pigs with more environmentally friendly waste. Researchers are pioneering research into creating "designer" pigs; these pigs would be modified with the recipient's DNA, so an embryo and then grown for the purpose of harvesting their organs for transplant. Because the pig would contain the recipient's DNA, the body would be less likely to see it as foreign; the rejection response could be expected to be weaker, and eventually may be eliminated entirely.

Review:

1. What is the motive for researching xenograftic transplants?
2. What animal would be the best organ donor for humans, and why?
3. Why is this animal not currently used as a donor?
4. What animal is currently used in xenograftic research, and why?
5. What causes xenografts to fail?
6. How is this issue managed; what are the consequences of managing it?
7. What is a transgenic animal?
8. What is a "designer" pig?
9. Why would designer pigs be better sources of xenografts?
10. If an immediate family member were on a waiting list for an organ transplant and an organ from a designer pig were available, would you want them to take it? Why or why not?

Original CTAE Resource Network - Written by Steve Kelly and Dr. Frank B. Plauders
 Persons in their art, originally from Wikipedia, were modified and the information independently verified. Text is available under the Creative Commons Attribution-ShareAlike license.
 additional to the pig itself. See forms of use for details - <http://creativecommons.org/licenses/by-sa/4.0/>



Language Connection	
Research and write definitions for the terms in italics.	
Immunosuppressant	Rejection
Transgenic	Xenograft
Zoonotic	

Exploring other Careers within CTAE Programs
 Career Development
 Reading
 Chelsea Knight
 Business Technology

1. Longer lasting transplants.
2. Chimpanzees, they have similar genetics and similar blood characteristics and physiology.
3. They're an endangered species.
4. Pigs because they're organs are similar in size and they're easy to breed and they're reduced chances in blood related diseases.
5. There are several types of rejection organ xenografts are faced with, these include hyperacute rejection, acute vascular rejection, cellular rejection, and chronic rejection. A rapid, violent, and hyperacute response comes as a result of antibodies present in the host organism.
6. Some people die some people don't
7. Genetically modified
8. Tiny/ domestic
9. Less likely to carry diseases
10. It depends on the stakes we're given for the certain transplant

Immunosuppressant- immunosuppressants are drugs or medicines that lower the body's ability to reject a transplanted organ.

Transgenic- relating to or denoting an organism that contains genetic material into which DNA from an unrelated organism has been artificially introduced.

Zoonotic- are infectious diseases caused by bacteria, viruses and parasites that spread between animals and humans

Rejection- dismissing or refusing of a proposal, idea, etc.

Xenograft- a tissue graft or organ transplant from a donor of a different species from the recipient

Grade:	100
Comments:	Questions answered correctly within the correct time frame. 50 minutes. Your document is neat!