

LESSON PLAN 2



“Academic environments lead to creativity. They put an emphasis on bringing new things to patients — to science in general. We can push the envelope and each other to succeed in ways that haven’t been done before.”

— James Cox M.D., Head of Radiation Oncology, The University of Texas M. D. Anderson Cancer Center (*State of Tomorrow*™, Episode 1: *21st Century Cancer Care*)

The Curriculum

PURPOSE

The *State of Tomorrow* curriculum is designed to help middle and high school students discover the variety of ways in which public colleges and universities serve their communities. Throughout the series, students will learn about people, organizations and universities across Texas working to identify and solve our toughest issues. Detailed lesson plans encourage students to explore career and educational opportunities in areas such as medicine, science, technology, and environmental quality. In its entirety, the *State of Tomorrow* curriculum will help students understand the relationship between universities and communities — and the positive impact public higher education makes in our lives and to the state and nation.

THEME

Colleges and universities serve their communities through teaching that extends beyond the classroom and research programs dedicated to solving real-world challenges.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

This curriculum, appropriate for students in grades six through 12, is interdisciplinary and relevant under the Texas Essential Knowledge and Skills (TEKS) for the subjects: Social Studies, English and Science. A TEKS document (SOT_teks.pdf) is included on the Resource CD and available at www.stateoftomorrow.com/education with information arranged by subject and grade level.

Materials

1. *State of Tomorrow* DVD set and DVD player
2. Community and University Partnerships model (SOT_partnerships.pdf)
3. Key Words and Concepts handout(s) for selected episode(s) (handouts are listed by episode in the Key Words and Concepts folder)
4. Viewing Notes (SOT_viewing_notes.pdf)
5. Projector (optional)

Objectives

The student will:

- Explain essential words and concepts of a selected *State of Tomorrow* episode.
- Identify the research collaborators and the problems they are trying to solve.
- Explain the university/community collaboration demonstrated in at least one of the segments presented in an episode.

Anticipatory Set

The teacher will:

1. Display or distribute copies of the Community and University Partnerships model.
2. Ask a student (or students) to explain how communities and universities help one another find answers to complex questions.

Procedure(s)

1. The teacher will:
 - Display the names of the selected episode segments on the blackboard or with an overhead projector.
 - Distribute Key Words and Concepts handouts for the presented episode. Orally review words and concepts with students.
 - Distribute Viewing Notes worksheets for each segment in the selected episode. Orally give instructions to students for completing the worksheet.
 - Play selected episodes(s), stopping briefly at the end of each segment to allow students time to complete their notes.
2. After the episode, the teacher will:
 - Lead a discussion about the issues addressed in the episode. Use student notes as a starting point for the discussion.
3. Make sure students retain their Viewing Notes and Key Words and Concepts worksheets for the project summary outlined below.

Closure

The teacher will ask various students to answer questions about the episode, such as:

- Which person or organization did you find most interesting and why?
- What questions do you have about the highlighted issue(s) that were not addressed in the segment?
- How does the research we just saw affect our community?

Evaluation

Students will write a summary of the episode(s) viewed that day. Evaluate summaries for completeness and accuracy in outlining key concepts, such as:

- An issue addressed in the program.
- The goal of one of the highlighted research organizations.
- How the research affects the greater community.