

LESSON PLAN 1



“Typically, we’d look to [higher education] for studies, but we’ve changed that paradigm. We now use them to solve problems. Take it out of the classroom and put it on the ground.”

— Jack Colley, Chief, Texas Emergency Management (*State of Tomorrow*™, Episode 2: *Disaster Response*)

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 allow students to explore a range of 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.

Tech Tips

All *State of Tomorrow* curriculum materials are available on the Resource CD and at www.stateoftomorrow.com/education in PDF format. You will need Adobe® Acrobat® Reader® (version 5.0 or higher) installed on your computer to view these files. Download the latest version free of charge at: www.adobe.com.

VIEWING THE LESSON PLAN 1 PRESENTATION

The Lesson Plan 1 presentation will run full screen when you double-click on the file. Press ESC to exit from full screen view. Mouse click or use the left-right arrows to navigate the PDF file. Press CTRL+L (PC) or COMMAND L (MAC) to return presentation to full screen.

Materials

1. Two-part PDF presentation (SOT_presentation.pdf)
 - Section 1: *What Do You See?* (Anticipatory Set)
 - Section 2: *How Universities Impact You*
2. Quiz (SOT_quiz_student.pdf, SOT_quiz_teacher.pdf)
3. Projector

Objectives

The student will:

- Describe two of the major functions of a university: research and teaching.
- Explain the teaching research cycle.
- Explore many different examples of university/community collaborations.
- Identify various examples of university/community collaborations.

Anticipatory Set

The teacher will:

1. Display the first slide of Section 1: *What Do You See?* before the class. (SLIDE 1.1)
2. Say: “Take a look at these three different scenarios. Can you guess what they have in common? The individuals pictured are all involved in some type of research. But that’s not their only connection.” (SLIDE 1.2) “Each of these researchers is part of a college or university. We’re about to watch a series called *State of Tomorrow* that highlights many public universities in Texas.”

Procedure(s)

The teacher will:

- Show Section 2 presentation *How Universities Impact You*.
 - Allow students to discuss and ask clarifying questions.
1. Display the first slide of Section 2: *How Universities Impact You* before the class. (SLIDE 2.1)
 2. Say: “Almost everyone in Texas has heard of The University of Texas at Austin and Texas A&M University in College Station. But, did you know that both universities are part of larger systems that include many other institutions in cities across the state?”

(SLIDE 2.2) “Each of these partner universities has their own specialty areas of research. Some are health institutions that teach future doctors, nurses and other healthcare workers, conduct cutting-edge medical research and treat tens of thousands of patients each year. Many of these patients may be uninsured or underinsured and may not otherwise have access to healthcare services.”

(SLIDE 2.3) “In the *State of Tomorrow* documentary series, we’ll learn about university systems with institutions across the state conducting research on the most intricate, elusive problems of health, science, education, technology and the environment. The results of this research are used to improve the lives of Texans and people around the world.”

3. Display Section 2 system maps (SLIDES 2.4–2.9) and highlight the many choices students have for public higher education opportunities in Texas (SLIDES 2.10–2.12).
4. Say: “Before we begin watching the episodes, we need to understand some things about what universities do.”
5. Display the remainder of Section 2: *How Universities Impact You* (SLIDES 2.13– 2.28)

Closure

The teacher will ask various students to describe one new thing they learned about university/community connections.

Evaluation

The students will complete a short quiz (SOT_quiz_student.pdf) about the material covered in the presentation. Both a teacher version of the quiz (SOT_quiz_teacher.pdf) and a student version are included on the Resource CD.