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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Arts, A/V, Technology & Communications |
| **Course Name** | Practicum in Fashion Design |
| **Lesson/Unit Title** | O\*Net Career Exploration |
| **TEKS Student Expectations** | **§130.115 (c) Knowledge and Skills**(1) The student demonstrates professional standards/employability skills as required by business and industry(A) The student is expected to identify and participate in training, education, or certification to prepare for employment(B) The student is expected to identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment(C) The student is expected to demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills(D) The student is expected to maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples(E) The student is expected to demonstrate skills in evaluating and comparing employment opportunities(F) The student is expected to examine employment opportunities in entrepreneurship(7) The student applies safety regulations. The student is expected to implement personal and workplace safety rules and procedures. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | Upon completion of this lesson, the student will investigate O\*NET to prepare for a future career. **Specific Objectives** Students will identify the criteria necessary for a resume. Students will prepare a cover letter, resume, and letter of resignation. Students will evaluate their career readiness by using the O\*NET website.  |
| **Rationale** | O\*NET is the nation’s primary FREE source of occupational information that contains hundreds of occupation-specific career descriptions. This site may be used throughout your life in the event you decide to change jobs later. There are surveys that will lead to career options so students can investigate career options and evaluate career expectations.  |
| **Duration of Lesson** | Seven to nine days to complete |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * O\*NET: a free website that contains hundreds of occupation-specific careers. It helps to evaluate or investigate career options.
* Resume: a document that is used to “sell” applicant’s abilities to prospective employers
* Cover Letter: serves as an “introduction” of the applicant and gives an overview of qualifications
* Letter of Resignation: formal advance notice of intent to leave current position
* Basic Skills: entry level; basic math and writing knowledge; little or no experience
* Advanced Skills: more direct knowledge; complex math and writing abilities; experience handling complex situations; analytical skills; a track record of successes; leadership skills; may have advanced computer knowledge of software applications.
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| **Materials/Specialized Equipment Needed** | **Instructional Aids** * Portfolio
* “Would YOU Hire *YOU*?” Digital Presentation
* “Would YOU Hire *YOU*?” Student Outline Fill-in Notes
* O\*NET Scavenger Hunt
* O\*NET Scavenger Hunt Answer Key
* O\*NET, Part II Activity
* Career Project
* Rubric for Career Project (Resume, Cover Letter, Letter of Resignation)
* Rubric for Career Project (overall project)
* Enrichment Activity (140 Words)
* Internet access

**Materials Needed** * Printer paper
* Notebook paper
* Flash drive (optional for students to save their work)

**Equipment Needed** * Computers (for students to complete projects)
* Projector (for digital presentation)
* Internet Access
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Ask students to raise their hand if they currently have a job. Ask them if they intend to keep that job until they retire.
* What was the process when they were hired?
* Did they fill out an application or were they also required to submit a resume?

Explain that high school students are often required to submit a resume when seeking employment. Ask students what they think should be on a resume. List their answers on the board. Ask students what qualifies as social media. Ask for a show of hands if they have **any** social media accounts. Ask them if they have ever deleted questionable material from their accounts. o Explain the importance of maintaining a professional image on all social media when applying for a job (and college too!)  |
| **Direct Instruction \*** | Ask students to list their strengths and weaknesses on a sheet of notebook paper. Tell them to be honest! Now break the class into pairs. Have them examine the strengths and weaknesses of each other. Tell them to look at their lists, compare it to the list their partners made and put a check mark beside the trait if they agree. Are the lists similar or different? Tell them to save these papers for future use. (Take about 10 minutes for this activity.) Have students write the website on their student note sheet under the proper section. Click on the links so the students can see what you are referring to. Explain that there will be an opportunity later during this unit to further investigate O\*NET.*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 \*** | Using the digital presentation**,** the teacher will explain the procedure for career exploration and resume preparation using O\*NET. The teacher will give students the Student Notes Outline to fill in while the teacher presents the material. Introductory sponge activity: The teacher will divide the class into partners and instruct them to develop a list of strengths and weaknesses of each other. Then students will draw up a list of what they consider to be their own strengths and weaknesses. Then they will compare findings and discuss (approximately 10-15 min.).*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 \*** | **“Would You Hire *YOU*?” Students’ Notes Handout** This is to be used in conjunction with the digital presentation. Students will be given opportunities to fill in the blanks as the instructor presents the material. The instructor has the discretion to use this as a daily grade or a completion grade. **O\*NET Scavenger Hunt** Students will be given a worksheet to complete while searching for required information using the O\*NET website. The purpose of this activity is to help students familiarize themselves with O\*NET. An answer key is provided. The teacher should go over the answers and discuss the material. The teacher is encouraged to refer to O\*NET often, during the digital presentation. **O\*Net Part II**Students will answer questions pertaining to personal interests. No key or rubric is required. This is intended as a completion grade.**Career Project** This is a very in-depth assignment. Students will use O\*NET to research at least three careers, and then write a paper reflecting their research and career choices. Upon completion of part 1, students will type a resume, cover letter, and letter of resignation using examples found on the Internet. Students will also prepare a multimedia presentation, which includes things such as what to wear on a job interview. Rubrics are provided for this activity. A summary sheet is provided as a checklist to make sure students have met all requirements for the activity. This sheet may be turned in to the instructor for grading purposes, if desired.*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** | Discussion and evaluation of multiple projects, including portfolio.  |
| **Summative/End of Lesson Assessment \***  | **Informal Assessment** * Instructor will observe students during Independent Practice.
* Instructor will assist students as needed.

**Formal Assessment** Answer keys have been provided for the following Independent Practice assignments: * “Would You Hire *YOU*?” Student Notes Handout
* O\*NET Scavenger Hunt

\*\*O\*NET Search, Part II is a completion grade; therefore, no rubric or key is provided. \*\*Use the rubrics included to evaluate the following Independent Practice assignment: Career Project (Two rubrics; one for project presentation*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:***Accommodations for Learning Differences:** It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website http://www.cte.unt.edu |
| **References/Resources/Teacher Preparation** | **Instruction** **Learner Preparation** * Ask students to raise their hand if they currently have a job. Ask them if they intend to keep that job until they retire.
	+ What was the process when they were hired?
	+ Did they fill out an application or were they also required to submit a resume?
* Explain that high school students are often required to submit a resume when seeking employment.
* Ask students what they think should be on a resume. List their answers on the board.
* Ask students what qualifies as social media. Ask for a show of hands if they have **any** social media accounts.
* Ask them if they have ever deleted questionable material from their accounts.
	+ Explain the importance of maintaining a professional image on all social media when applying for a job (and college too!)

**Lesson Introduction** * Ask students to list their strengths and weaknesses on a sheet of notebook paper. Tell them to be honest!
* Now break the class into pairs. Have them examine the strengths and weaknesses of each other. Tell them to look at their lists, compare it to the list their partners made and put a check mark beside the trait if they agree. Are the lists similar or different? Tell them to save these papers for future use. (Take about 10 minutes for this activity.)
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| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** | *Upon completing this unit, the student-learner will be able to:* a. Investigate the O\*NET website b. Assess necessary skills for employment c. Select a prospective career d. Compare one’s skills with job requirements e. Probe techniques that prospective employers use in the hiring process f. Scrutinize possible questions interviewers may ask on an interview **II. O\*NET** a. What is O\*NET and how can I use it? 1. Free; contains hundreds of occupation-specific careers 2. Helps to evaluate or investigate career options**III. QUESTIONS:** a. How many times does the average person change jobs in a lifetime? b. What is the difference between entry-level and advanced level skills? c. What purpose does the resume serve? d. Why is a cover letter important? e. How is social media used in the job search process? 1. Network with others and join their networks to enhance opportunities 2. Have an “apply now” button for immediate resume upload; sends it directly! 3. Some recruiters use online process because it is brief 4. Link your social media accounts to your personal web page so recruiters can see more details of your skills**IV. PERSONAL WEB PAGE** a. Increasingly popular b. Can be linked to your resume, etc. c. Display qualifications in detail, including video, pictures, samples of your work, etc. **V. SUMMARY** a. What is O\*NET? b. What is the difference between entry-level and advanced level skills?OTHER:Students may want to check out videos that help with job searches. There are several titles posted. Be careful about watching independent videos because some of them are satires and give erroneous tips. There are professional forms of social media that allow people to form connections for networking purposes to aid in the job search. Always keep professional social media accounts updated. You never know who is reviewing your information! One may even get a job offer when you aren’t even looking! Be sure any comments you make, especially on professional social media websites, are positive! |

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)