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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Investigating Careers |
| **Lesson/Unit Title** | Suggested Career Cluster Activities: Organized by Career Pathways |
| **TEKS Student Expectations** | **127.2 (c) Knowledge and Skills**  (1) The student investigates one or more careers within the 16 career clusters. The student is expected to:  (A) Identify the various career opportunities within one or more career clusters  (B) Identify the pathways within one or more career clusters  (2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:  (A) Research the academic requirements for one or more of the careers in an identified cluster  (B) Research the certification or educational requirements for careers  (C) Describe the technical-skill requirements for careers |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify career opportunities within one or more career clusters * Identify the pathways within one or more career clusters * Research the academic requirements for one or more of the careers in an identified cluster   Further objectives can be determined based upon the activities selected. |
| **Rationale** | In this lesson, students will investigate and identify the various career opportunities and pathways within one or more career clusters. Students will also research and explore careers of personal interest, including academic, certification, and technical skill requirements. |
| **Duration of Lesson** | Determined by the activities selected. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Apprenticeship:** Legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **Career and Technical Education (CTE):** Prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education  **Career Clusters:** Way of organizing curricula, instruction, and assessment around specific occupational groups  **Career Preparation Courses:** A learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders  **Certification:** A designation earned by a person to assure qualification to perform a job or task  **Coherent Sequence of Courses:** Educational plan made up of developmentally appropriate courses suited for a given career objective or goal  **Dual Enrollment:** Refers to an opportunity and agreement through which a student may earn high school credit for successfully completing a college course that covers all the TEKS  **Internship:** Any period of time during which a beginner acquires experience in an occupation or profession  **Practicum Courses:** Designed to give students supervised practical application of previously studied knowledge and skills that can occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience  **Programs of Study:** A way of organizing curricula and educational activities within a career cluster related to a student’s specific academic or career goal  Word Wall selections can be determined based upon the activities selected. |
| **Materials/Specialized Equipment Needed** | Determined by the activities selected.   * HM-early-childhood-development-and-services-2 * HM-family-and-community-services-2 * HM-personal-care-services-2 * HT-lodging-2 * HT-recreation-amusements-and-attractions-2 * HT-restaurant-and-food-bev-service-sd-2 * HT-travel-and-tourism-2 |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Determined by the activities selected.   * Provides focus, also called the “hook” * Short activity that draws the students’ attention before the lesson actually begins * Use props, visuals, music followed by Q and A or brainstorming session * Be creative   Tip: End this activity with a scripted lesson rationale that clearly makes a real-world connection between the lesson objective and your students. |
| **Direct Instruction \*** | Determined by the activities selected.   * Ensure your lesson is rigorous and relevant to the students * Model and show students what you want them to know * Keep learning styles in mind * Introduce new vocabulary * Continuously check for understanding * Provide examples and scenarios students can relate to * Use slide presentations or graphic organizers * Implement accommodations from IEPs for special education students   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PPT presentation notes |
| **Guided Practice \*** | Determined by the activities selected.   * Ensure activity is rigorous and relevant to the students * Can be done individually or cooperatively. * Walk students through the learning process * Provide hands-on activities and opportunities that allow students to practice their newly learned skills and concepts. * Provide guidance as students solve real world problems. * Implement accommodations from IEPs for special education students.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PPT presentation notes |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Determined by the activities selected.   * Ensure assignment/activity is rigorous and relevant. Aim for having students solve a problem that will have unpredictable outcome or solution. * Allow students to use critical thinking skills as they practice completing lesson, assignment, and/or project on their own. * If independent practice involves completion of a product or project, introduce the RUBRIC and review each component BEFORE students begin project. * Implement accommodations from IEPs for special education students.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time to complete assignment * checking for understanding |
| **Lesson Closure** | Determined by the activities selected.   * Wrap up the lesson * Students recap what you have taught and what they have learned (and how it relates to them) * Develop, research, or borrow creative review techniques * Implement accommodations from IEPs for special education students |
| **Summative/End of Lesson Assessment \*** | Determined by the activities selected.   * Quiz or test * Independently performed task * Hands-on experiment * Student reflection or other concrete method * Culmination of a project or presentation assessed with a rubric * Implement accommodations from IEPs for special education students   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reducing the length of assignment * extended time for assignment |
| **References/Resources/**  **Teacher Preparation** | Determined by the activities selected. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | Determined by the activities selected.  Activities may include:   * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize Four Corners Vocabulary/ Word Wall Activity * <http://dictionary.reference.com/> for pronunciation and meaning of career terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Determined by the activities selected.  Suggestion:   * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scratch paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | There are two mistakes one can make along the road to truth…not going all the way, and not starting. **-Buddha**  Motivation is what gets you started. Habit is what keeps you going. **-Jim Rohn**  A journey of a thousand miles must begin with a single step. **-Lao Tzu**  The beginning is the most important part of the work. **-Plato**  Additional or different quotes may be determined by the activities selected. |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | Determined by the activities selected.  Activities may include:   * Journal entries * RAFT writing strategy   + Role   + Audience   + Format   + Topic |
| **Communication**  **90 Second Speech Topics** | Determined by the activities selected.   * Options include:   + A career of personal interest is … because …   + Academic requirements for a career in … include … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Determined by the activities selected.  Idea: Students may create a poster, infographic, or bulletin board with career cluster or pathway information. |
| **Family/Community Connection** | Determined by the activities selected.  Idea: Interview a relative or other individual that took a Career and Technical Education course in high school. Possible questions:   * What courses did you take? * What type of skills did you learn? * Is your career directly related to the courses you took? * What impact did this (these) courses/skills have on your life? |
| **CTSO connection(s)** | Determined by the activities selected.  Website Resource:  **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson.  [www.ysa.org](http://www.ysa.org)  Please note: Suggested service learning projects are included in each handout. |

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)