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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business, Management and Administration |
| **Course Name** | Principles of Business, Marketing, and Finance  |
| **Lesson/Unit Title** | Career Plan-Analyzing Goals and Interests |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**(9) The student understands the fundamental principles of money. The student is expected to:(A) analyze individual goals and interests(B) determine individual talents, abilities, and skills (C) develop an individual career plan |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | After completing this lesson, the student will be able to analyze the different career opportunities suited for them based on goals and interests.* Analyze career opportunities
* Analyze Individual goals and interests
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| **Rationale** | Most individuals work approximately 40 years over the course of their lifetime, so it is important for people to pursue fulfilling careers. This lesson assists students in determining career opportunities based on individual skills and interests. |
| **Duration of Lesson** | If taught the way the lesson is written, it should take 2 days. |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * **Lifestyle -** How a person spends their time, energy, and money
* **Values -** Beliefs that guide the way we live
* **Aptitude** - An ability or natural talent, or the potential to learn a new skill
* **Occupational Outlook Handbook -** Handbook that describes what workers do on thejob
* **Career Outlook -** Types of jobs available in any field
* **Internship -** Offers students direct work experience and exposure to various aspects ofa career, either with or without pay.
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| **Materials/Specialized Equipment Needed** | * Printer Paper
* Lesson Plan Outline
* Assignment handouts
* Projector/PowerPoint
* Textbooks and websites that the teacher deems necessary
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Tell the students the main objective of today’s lesson is to formulate acareer plan based on analyzing individual goals and interests. They will look at the factors that affect and influence their career decisions and plans.**ASK:** How many of you think about what career you would like to go into after high school?Does anyone have a current job? Do you like the job you have? Discuss answers with class.**SAY:** Working in a career that makes you happy is important. Determining what makes youhappy takes considering your lifestyle and interests, and choosing a field surrounding them. The average 18 yr. old will have 10 jobs by the age 25. Most people must work 40 years or more in their lifetime, so it is important to find work that is fulfilling.**ASK:** Students to think of reasons that it is important to research careers in more than one fieldof interest. What really interests them? What about a hobby? Could you see yourself doing a hobby as a career? |
| **Direct Instruction \*** | Instructors can use the presentation, slides, handouts, and note pages in conjunction with the following outline. (See outline at the end of this lesson.)*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 \*** | The presentation and lesson on the six-step process to help identify career choices.*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 \*** | 1. Paragraph on incorporating a hobby into a career.
2. Multiple Intelligences-What Are Yours?

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| **Lesson Closure** | What are the six steps to help identify career choices?What are the different multiple intelligences?**Informal Assessment:**Instructor will be observant with students during all assignments. Instructor will move about the classroom setting, providing feedback and making sure that students are participating and engaged with lesson.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Summative / End of Lesson Assessment \*** | **Multiple Intelligence Assignment:**Have students identify the 3 parts that have the highest scores. Research jobs on the Internet that fit with these multiple intelligences. Write a paper listing the jobs and explain why their reasoning why the job fits.Grade with written paper rubric.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **References/Resources/****Teacher Preparation** | **Textbooks**:**Marketing Essentials**, Glencoe –Ch. 37**Multiple Intelligences-What Are Yours? Handout** -http://literacyworks.org/mi/assessment/findyourstrengths.htmlTeacher will review the terms in the outline, presentation, and handouts to become familiar with lesson. |
| **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) | Have students research online classified ads, select one job, and create a poster or advertisement for this job. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

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)