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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** | Career Preparation I |
| **Lesson/Unit Title** | Introduction to Career Preparation I |
| **TEKS Student Expectations** | **127.14. (c) Knowledge and Skills**  (8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:  (A) analyze the future employment outlook in the occupational area;  (B) describe entrepreneurial opportunities in the occupational area;  (C) compare rewards and demands for various levels of employment in a variety of careers;  (9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:  (A) evaluate and compare employment options, including salaries and benefits;  (B) determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and  (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the connection between Career and Technical Education (CTE) and Career Preparation I * Explore the coherent sequencing of CTE courses available in their district and their campus * Begin exploring information that will lead to development a personal six-or eight-year achievement plan that incorporates rigorous academic and relevant enrichment courses |
| **Rationale** | Today we will be talking about all the topics we will be covering in this semester/year long course.  The purpose of this lesson is to serve as an introduction to the Career Preparation I course. I will introduce you to the world of Career and Technical Education (CTE) and the 16 career clusters. By the end of this lesson you will understand that this Career Preparation I course will prepare you for CTE courses offered in High School. We will also explore the sequencing of courses available in our district and local high school(s) as well as develop an awareness of career pathways that this course can lead you to.  I will also present you with a copy of the Texas Essential Knowledge and Skills (TEKS), student expectations, and an overview of this course. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Abilities:** The power or capacity to do special skills or talents  **Achievements:** Something accomplished especially by superior ability or special effort  **Aptitude:** Readiness or quickness in learning; intelligence  **Career:** A persons’ occupation or profession, especially one requiring special training followed by one’s lifework  **Future:** Something that will exist or happen in time to come  **Goals:** The result or achievement toward which effort is directed; aim; end  **Job:** a piece of work, especially a specific task done as part of the routine of one’s occupation or for an agreed price  **Occupation:** A person’s usual or principal work or business, especially as a means of earning a living  **Options:** The power or right of choosing  **Skills:** A craft, trade, or job coming from one’s knowledge or practice to do something well  **Strategies** A plan, method, or series of maneuvers to obtain a specific goal or result  **Success:** The achievement of something desired, planned, or attempted  **Talents:** A special natural ability or aptitude |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet access for multimedia presentations   **Materials:**   * Easels with a chart tablet or large poster board listing Career Clusters that will be explored during this course * Copies of handouts   **PowerPoint:**   * Introduction to Career Preparation I * 16 Career Clusters**®**   **Handouts:**   * Career and Technical Education Rubric * Find Someone Who…………. * KWL Chart Career and Technical Education * Word Cloud Career Portals |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Place one easels and/or poster board/large tablet in front of the classroom. Title with the name of the career clusters that will be studied.   * Education and Training * Hospitality and Tourism * Human Services.   Greet each student with a handshake as they enter the classroom and hand them each a random Job/Career Card which contains a specific job/career title from the career cluster being studied that day.  After group discussions have, students hold on to the card to be used later on in the class.  Repeat process each day as they enter into the classroom until the three clusters have been introduced to the students.  Distribute Career and Technical Education KWL Chart. Instruct students to fill out the first two columns of the chart. The document will be revisited during lesson closure.  If time permits, allow students to personalize their Word Cloud – Career Preparation I and place in their class folder/binder as a cover sheet for any other documents related to this lesson. |
| **Direct Instruction \*** | Introduce lesson TEKS, objectives, terms, and definitions.  Instruct student to take notes during upcoming slide presentation.  Begin PowerPoint Introduction to Career Preparation I. Allow for thorough class discussion and questions and answers. Stress the Career Clusters they will be learning about in this course  **Optional:**  Additional slide presentation 16 Career Clusters® may be viewed to reinforce career clusters.  *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 PowerPoint presentation notes |
| **Guided Practice \*** | Distribute Career Preparation I Find Someone Who…. activity.  *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 assistance with note-taking |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Instruct students to individually create their interpretation of the CTE/course information presented at the end of the slide presentation. Finished product may be used as the cover sheet for their Career Portfolio, class binder, folder, or journal. Students may draw or use a computer to complete the task. See Enrichment Activity below.  Product must include/answer the following:   * What does CTE stand for? * What is the name of this course? * What cluster is this course in? * What programs of study are in this cluster? * Cluster descriptor   Distribute Career and Technical Education (CTE) Rubric. Provide a thorough explanation so that students will know how their product will be assessed.  *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 assistance with note-taking |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the final column of their KWL chart. |
| **Summative/End of Lesson Assessment \*** | CTE project will be assessed with Career and Technical Education Rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Aric Bostick\_ I Rock Living My Dreams\_ A Success System. St. Louis, Missouri: United States. 2009 * Mindy Bingham and Sandy Stryker. \_ Career Choices: A Guide for Teens and Young Adults. Third Edition. United States, 2003 Print * M.B. Flippen.Teen *Leadership* Developing Leaders for the Future\_ College Station, Texas. United States, 2001 Print   **Websites:**   * CareerOneStop  Wage and employment statistics for the nation, each state, and sub-state region.<http://www.careeronestop.org/salariesbenefits/sal_default.aspx> * Dictionary  The world’s most popular dictionary and thesaurus with definitions, synonyms, antonyms, idioms, word origins, quotes, audio pronunciations, and example sentences.<http://dictionary.reference.com/> * Motivational and Inspirational Quotes Collection  Quotes in various categories.<http://www.inspirational-quotes.info/> * National Association of State Directors of Career Technical Education Consortium NASDCTEc provides members and the CTE community with vital tools, resources and timely information required to support high-quality. <http://www.careerclusters.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * 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** | Read Local Newspaper to get articles related to topic of the day.  Example: How job loss effects our economy? What interesting articles about jobs can they find in the local paper?  Collect used magazines to have on hand so students can use them for articles related to Jobs and Careers. |
| **Quotes** | Personal success is simply the fulfillment of what makes you happiest. **-Anonymous**  Everyone is going somewhere. Remember: your skills are what determine where you go! **-M.B. Flippen**  If you think you can, or think you can’t…. You’re right! **-Henry Ford** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What kind of a job have you always dreamed of having when you get out of school? * The job I would hate to have is ………………… (Explain your Choice) * Explain why an education can land you a better job in the future. * My lifestyle choice is to …………………. |
| **Communication**  **90 Second Speech Topics** | Career and Technical Education is… Career Portals will allow me to… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Introduce the concept of keeping a Career Portfolio which will house various documents and projects throughout the school year. Teacher Resource – high school lesson: Maximize Your Job Search with a Career Portfolio * Celebrate and showcase CTE during the month of February. |
| **Family/Community Connection** | * Develop a list of guest speakers that can be invited to the Career Preparation I classroom throughout the school year. * Create a Public Service Announcement (PSA) regarding CTE to share with the student body or PTSA/PTSO. |
| **CTSO connection(s)** | Introductory lessons may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed during the school year.  Family, Career, and Community Leaders of America  <http://www.fcclainc.org/><http://texasfccla.org/>  Career Connection Units: Career Connection guides students to develop, plan, carry out, and evaluate projects. The projects improve the quality of life in six (6) units. Students focus activities on different aspects of career development. Students can choose a unit, then plan and carry out related projects that strengthen their awareness of skills needed for careers.  PLUG IN to Careers Understand work and the Career Connection Program SIGN ON to the Career Connection Link personal interests, skills, and goals to career clusters PROGRAM Career Steps Prepare with education, leadership, and work experience LINK UP to Jobs Learn to find and land a job ACCESSSKILLS for Career Success Practice being productive on the job INTEGRATE Work and Life Manage interconnected roles in families, careers, and communities.  **SkillsUSA**  see <http://www.skillsusa.org/> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.nylc.org/> |

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)