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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** | Research Careers Using O\*NET |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills** (2) The student investigates career pathways in one or more of the 16 career clusters(B) The student is expected to research the certification or educational requirements for careers (C) The student is expected to describe the technical-skill requirements for careers(4) The student investigates labor market information(A) The student is expected to analyze national, state, regional, and local labor market information (B) The student is expected to classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional 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 web site.
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| **Rationale** | Upon completion of this lesson, the student will investigate O\*NET to prepare for a future career. |
| **Duration of Lesson** | This lesson should take 7 to 9 class periods (45-minute) 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 evaluateor 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 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 handlingcomplex 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)
* 140 Words! Activity
* Internet

**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 once students graduate from high school, often they will be 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 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!) |
| **Direct Instruction \*** | **Lesson Introduction**Ask students if they currently have a job. Then ask them if they plan to keep that job until they retire from the work force. Discuss the types of jobs the students have and the skills necessary to keep their jobs.Have each student list his/her Strengths and Weaknesses on a sheet of notebook paper. Tell them to be honest! Now break the class into pairs. Have them list the Strengths and Weaknesses of each other. Take about 10 minutes for this activity. 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.DO: Read these objectives out loud and have students copy then onto their Student Notes Handout.O\*NET is the nation’s primary FREE source of occupational information which 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 which will lead to career options so students can investigate career options and evaluate career expectations.Have students write the web site 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.I. OBJECTIVESUpon completing this unit, the student-learner will be able to:A. Investigate the O\*NET websiteB. Assess necessary skills for employmentC. Select a prospective careerD. Compare one’s skills with job requirementsE. Probe techniques prospective employers use in the hiring processF. Scrutinize possible questions interviewers may ask on an interviewII. 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  B. Web site: <http://www.onetonline.org> C. Discover occupations by taking on-line survey:  <http://www.mynextmove.org/explore/ip>D. If you already have a career in mind: <http://www.www.mynextmove.org>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?IV. PERSONAL WEB PAGEA. Increasingly popularB. Can be linked to your resumeC. Display qualifications in detail, including video, pictures, samples of your work, etc.V. SUMMARYA. What is O\*NET?B. What is the difference between entry-level and advanced level skills? |
| **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 a Student Notes Outline to fill in while the teacher presents the material.Introductory 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. Finally, they will compare findings and discuss (approximately 10-15 min.) |
| **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 to 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.**Career Project**This is a very in-depth assignment. Students will use O\*NET to research at least 3 careers; 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 presentation which includes, among other things, 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.**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
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| **Lesson Closure** | **Q.** What is O\*NET?**A.** O\*NET is the nation’s primary FREE source of occupational information which contains hundreds ofoccupation-specific career descriptions.1. What is the difference between entry-level and advanced level skills?

**A. Entry-level skills** are very basic, such as simply math, basic reading and writing skills; possibly basiccomputer skills. **Advanced skills** require more training. Examples would be more difficult math calculations, interpersonal skills, specific software applications; leadership skills; managerial experience, etc.**Q.** What purpose does the Resume serve?1. The resume is basically your life on paper, or, when submitted on computer, it is your professional profile.
2. Why is a Cover Letter important?
3. The cover letter is used to “introduce you and give an overview of your skills”.
4. How is Social Media used in the job search process?
5. Social media is becoming a valuable tool for both the recruiters and the job seekers. It’s more economical and direct than using classified ads or personnel agencies.
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| **Summative/End of Lesson Assessment \***  | **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. O\*NET Search, Part II is a completion grade; therefore, no rubric or key is provided.\*\*Use the rubrics included to evaluate the following Assignment.**Career Project** (2 rubrics; one for resume, cover letter, and letter of resignation and one for project presentation) |
| **References/Resources/****Teacher Preparation** | * O\*NET [(http://www.onetonline.org](http://www.onetonline.org/))
* Social Media sites
* Review and familiarize yourself with the terminology, website links, and review elements of a resume preparation, cover letter writing and social media.
* Review and familiarize yourself with the functions of O\*NET and the links listed in the presentation.
* Have materials and websites ready to go prior to the start of the lesson.
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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) | * Students will present their Career Projects to the class.
* A rubric is provided for this activity
* “What a Character!”
* Students write their resume in **social media** format, using only 140 characters. They then make a replica of a social media account (including their screen name and a picture!) in a word processor or a digital presentation. Hint: they can do a word count, using the **Review Tab** then selecting “word count.” Have the students sharetheir resume to theclass.

A rubric is provided for this activity. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **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)