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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** | College and Career Readiness |
| **Lesson/Unit Title** | It’s My Life |
| **TEKS Student Expectations** | **127.3. (c) Knowledge and Skills**  (2) The student analyzes college and career opportunities. The student is expected to:  (D) discuss the impact of effective college and career planning  (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Establish short-term and long-term goals for their future * Create a personal eight-year plan that includes activities necessary to reach career goals |
| **Rationale** | Do you know what you will be doing eight years from now? How many of you know what you will be doing eight hours from now? In this lesson, each of you will create a tentative plan for the next eight years of your life. |
| **Duration of Lesson** | Three 45-minute class period |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Academic Goal:** A goal that relates to your education or training  **Career Preparation:** Core activities that help youth become prepared for a successful future in careers or post-secondary education institutions including career awareness activities that expose young people to information about the job market, job related skills, the wide variety of jobs that exist and the education and training they require, as well as the work environment where they are performed  **Goal:** A statement of something a person wants or needs to do  **Lifestyle:** The typical way of life of an individual, group, or culture  **Long-term Goal:** A goal that will take more than a year to achieve  **Personal Goal:** A goal that is related to your individual interests  **Priorities:** Something given or meriting attention before competing alternatives  **Realism:** Concern for fact or reality and rejection of the impractical and visionary  **Short-term Goal:** A goal that can be achieved within a year  **Values:** Relative worth, utility, or importance |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * computer with projector for PowerPoint presentation * presenter/remote   **Supplies:**   * Roll of butcher paper or legal sized copy paper * Copies of handouts   **PowerPoint:**   * It’s My Life!   **TeacherTube:**   * If It’s to Be, It’s Up to Me  A motivational video on goal setting and taking responsibility.<http://www.teachertube.com/viewVideo.php?video_id=128417>   **Graphic Organizer:**   * Setting Goals KWHL Chart * It’s My Life Note-taking   **Handouts:**   * Rubric for Career Portals IT’S MY LIFE Project * KEY -Overcoming Adversity * My Personal Timeline * Outlining My 8 Year Plan * Overcoming Adversity |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Post names (and pictures, if available) of successful individuals who have overcame adversity around the classroom. As students enter the classroom, have them explore the gallery.  **Ask the following questions:**   * What do all of these individuals have in common? (Answer: They have all overcome some type of obstacle in their life.) * What do you know about these individuals? * What obstacles did they overcome?   **Script:** Each of these individuals overcame specific obstacles in their lives. Despite being faced with adversity, they were able to reach their goals and do something amazing with their lives. We all have obstacles in our lives, whether it is something obvious to others, or something small that only we notice.  If time permits, allow students to personalize their Word Cloud and place in their class folder/binder as a cover sheet for any other documents related to this lesson this lesson. |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Distribute graphic organizer, Setting Goals KWHL Chart, and have students fill out the first two columns of the chart. Ask students to write down what they already know about setting goals. The last column will be completed during lesson closure.  Distribute handout, It’s My Life Note-taking, and introduce PowerPoint, It’s My Life**!** Students will be expected to take notes while viewing the slide presentation. Allow time for classroom activities.  Incorporate additional activities related to decision-making and goal setting.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | **Note to Teacher:** Before we have students look toward their futures, it is important to acknowledge and validate where they have been and what has led them to this point in time. Prior to this lesson, create your own personal timeline to share with your students. Begin with the date of your birth and highlight 10 important milestones in your life (birth of a siblings, death of a loved one, graduation from high school, graduation from college, automobile accident, birth of a child, first teaching assignment) ending with the current year and your teaching assignment. Then project milestones/goals/dreams that you have for the next ten years of your life.  Inform students that they will be creating their own personal timelines. Share your timeline with students. Distribute and thoroughly review the components of Rubric for Personal Lifestyle Timeline, so that students understand how their projects will be assessed. Instruct students to utilize the information from the Future Projection chart and Personal Lifestyle Profile they created in the previous lesson.to create their Personal Lifestyle Timeline  Assist students as they create a list or a draft of items for their timeline. Once list is approved, provide students with Timeline or with butcher paper or a legal sized sheet of paper. Provide the following: magazines, scissors, glue/glue sticks/ markers and/or colored pencils. Encourage students to be creative as they develop their own personal timelines.  Allow students to share their timelines with the class. Post timelines on the walls in the classroom.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Script: Now that you have each completed your personal timelines, you are ready to look toward the future  Distribute handout, Outline of My Eight Year Plan, and Rubric for Career Portals IT’S MY LIFE Project. Inform students that assignment must be prepared individually.  Once students have completed the handout, Outline of My Eight Year Plan, they may begin working on a visual/multimedia project – Storyboard, PowerPoint, Prezi™ or other approved format for their personal It’s My Life Presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Students will share their It’s My Life visual projects to the class.  Review objectives, terms, and definitions.  Complete graphic organizer, Setting Goals KWHL Chart, to analyze what they have learned about setting goals. Have students volunteer to share their eight-year plans with the class. |
| **Summative/End of Lesson Assessment \*** | It’s My Life project/presentations will be assessed with appropriate 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   Word cloud, Eight Year Plan, and Rubric maybe placed in Career Portfolio. |
| **References/Resources/**  **Teacher Preparation** | **Books:**   * Great Failures of the Extremely Successful by Steve Young  Includes information about famous people and the obstacles and/or adversities they overcame.   **Websites:**   * Great Teaching Ideas – Overcoming Adversity  Great lesson ideas for teaching about overcoming adversity to achieve goals.<http://www.successlink.org/GTI/lesson_unit-viewer.asp?lid=8116> |
| **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 |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Locate and read the short story, Dream by Susan V. Bosak to your students or, if you are able to acquire a class set, have students read the book. This is a great book that inspires students to explore their dreams. |
| **Recommended Strategies** | |
| **Reading Strategies** | Locate and read the short story, Dream by Susan V. Bosak to your students or, if you are able to acquire a class set, have students read the book. This is a great book that inspires students to explore their dreams. The following companion website has many great supplemental activities to use with this book: <http://www.legacyproject.org/books/dream.html.> |
| **Quotes** | The first step to getting the things you want out of life is this: Decide what you want. **-Ben Stein**  Trust yourself. Create the kind of self that you will be happy to live with all your life. Make the most of yourself by fanning the tiny, inner sparks of possibility into flames of achievement.  **-Golda Meir**  In the middle of difficulty lies opportunity. **-Albert Einstein**  Failure is good. It’s fertilizer. Everything I’ve learned about coaching, I’ve learned from making mistakes. **-Rick Pitino**  Men succeed when they realize that their failures are the preparations for their victories. **-Ralph Waldo Emerson**  You don’t drown by falling in the water; You drown by staying there. **-Edwin Louis Cole** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Next year I plan to \_\_\_\_\_\_\_\_\_\_. * After high school, I will \_\_\_\_\_\_\_\_\_\_. * Describe three people who can help you achieve your goals.   **Writing Strategy:**   * Describe your dream life 20 years from now. Include where you plan to live and work, what type of car you plan to drive, if you will have a family of your own, etc. |
| **Communication**  **90 Second Speech Topics** | * Describe a short-term goal and your plans to achieve it. * Describe a long-term goal and your plans to achieve it. * Explain why goals are important. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students create an eight-year timeline poster. For each year, have students cut out a picture from a magazine or draw a picture that is related to the goals listed on their My Eight Year Plan assignment. |
| **Family/Community Connection** | Bring in prominent members of the community to share with students their life plans. Encourage the speakers to share the importance of making a plan for one’s life. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>  **STAR Events:**  Career Investigation: An individual event – recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career.  Leadership: An individual event, recognizes participants who actively evaluate and grow in their leadership potential. Participants use the Student Leadership Challenge and supporting materials, to investigate their leadership ability and develop a mentorship relationship to further their leadership development. |
| **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.servicelearningtexas.org>  Possible idea: Gather a panel of speakers to talk about overcoming adversity to achieve academic and personal goals with community members. Then encourage participants to make a goals contract similar to My Eight Year Plan. |

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)