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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections, and Security |
| **Lesson/Unit Title** | Workplace Portfolio/ O\*Net Career Exploration |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (7) The student documents technical knowledge and skills.  (A) The student is expected to update a professional portfolio reflecting items such as work quality and productivity technical skills problem solving creativity and innovation communication skills teamwork and flexibility initiative and self-direction accountability and integrity attendance licensures or certifications, including awards and scholarships, extended learning experiences, community service, and active participation in career and technical student and professional organizations abstract of technical competencies mastered during the practicum updated and current resume samples of work and evaluation from the practicum supervisor |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. Investigate O\*NET to prepare for a future career 2. Assess necessary skills for employment 3. Select a prospective career 4. Compare one’s skills with job requirements 5. Probe techniques prospective employers use in the hiring process |
| **Rationale** | In the LPSCS, professionals face aggressive competition for the most desired positions. It is essential to be able to use a variety of online tools to research careers and occupations. |
| **Duration of Lesson** | 2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Portfolio**  **Competencies**  **Résumé**  **Cover Letter**  **Social Media**  **Rapid Growth Sector** |
| **Materials/Specialized Equipment Needed** | * Handout and Key O\*NET Scavenger Hunt and Key * Career Project Instruction Sheet, Checklist, and Rubrics Paper * Computers with word processors, multimedia software and Internet access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Use the questions below for a class discussion. Use the Discussion Rubric for assessment.   * Ask students to raise their hands 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 résumé? * Explain that once students graduate from high school, often they will be required to submit a résumé when seeking employment. * Ask students what they think should be on a résumé. List their answers on the board. * Ask students what qualifies as Social Media. Ask for a show of hands for various types of social media accounts. * 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 \*** | Use the Outline and key terms to teach students the importance of career exploration and the interview process.   1. O\*NET    1. 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.    2. Helps to evaluate or investigate career options 2. How do I show off my skills?    1. Résumés are used to “sell” your abilities to prospective employers    2. Cover Letters are used to “introduce” you and give an overview of your qualifications.    3. Résumés may be hand delivered, mailed, or sent via email.    4. Some sites allow for immediate uploading   III. Resume Tips   * 1. Why do I need one?   2. Keep the design simple   3. Keep it to one page   4. Use brief phrases; no complete sentences   5. Make sure you have a professional email address (Gmail. Stay away from cute or suggestive addresses)   IV. More Résumé Tips   * 1. Use bullet points where applicable   2. Capitalize or use bold font on section headings   3. Single space within sections; Double space between sections   4. No “fluff”; be honest or it could haunt you   5. Stress your achievements   6. If printing, use good quality bond paper   7. Do not include references on résumé. List on a separate sheet  1. Personal Web Page    1. Increasingly popular    2. Can be linked to your résumé    3. Displays qualifications in detail, including video, pictures, samples of your work, etc.   *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 \*** | *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. Would You Hire *YOU*? Handout – Have the students complete the Would You Hire *YOU*? Students’ Notes Handout. Use the Would You Hire *YOU*?   Students’ Notes Handout Key and/or the Individual Work Rubric for assessment.   1. O\*NET Scavenger Hunt – Have the students complete Part I and II of the O\*NET Scavenger Hunt using the included O\*NET Handouts. Use the O\*NET Scavenger Hunt Key and/or the Individual Work Rubric for assessment. 2. Career Research Project – Have the students complete the Career Research Project. Use the Career Project Instruction Sheet and the Career Project Checklist for the activity. Use the two Career Project Rubrics (Résumé, Cover Letter, and Resignation Letter, and Multimedia Presentation) for assessment.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Would YOU Hire YOU? Key * O\*NET Scavenger Hunt Key * Career Project Rubric: Résumé, Cover Letter, and Resignation Letter * Career Project Rubric: Multimedia Presentation * Discussion Rubric * Individual Work Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  Accommodations for Learning Differences:  For reinforcement, the student will list and define the components of a résumé. Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * O\*NET [http://www.onetonline.org](http://www.onetonline.org/) * <http://www.mynextmove.org/explore/ip> * [http://www.www.mynextmove.org](http://www.www.mynextmove.org/) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  I. Key Cognitive Skills  A. Intellectual curiosity   1. Accept constructive criticism and revise personal views when valid evidence warrants.   D. Academic behaviors  1. Self-monitor learning needs and seek assistance when needed.   1. Use study habits necessary to manage academic pursuits and requirements. 2. Strive for accuracy and precision. 3. Persevere to complete and master tasks. |
| **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) | For enrichment, the student will write their résumés in a social media format, using only 140 characters. Have the students share their résumés to the class. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **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)