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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** | Success in Professional Careers |
| **TEKS Student Expectations** | **127.3. (c) Knowledge and Skills**  (6) The student develops skills for professional success. The student is expected to:  (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills  (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites  (C) model characteristics of effective leadership, teamwork, and conflict management  (D) recognize the importance of a healthy lifestyle, including the ability to manage stress  (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Describe characteristics required for personal and professional success * Create a PSA that that empowers young people to display characteristics of personal and professional success |
| **Rationale** | In this lesson, you will learn what attributes a person needs in order to achieve personal and professional success. A combination of positive work ethics, dedication, perseverance, and interactions with diverse populations are necessary in order to become truly successful. |
| **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)* | **Ethics:** The decisions, choices, and actions (behaviors) we make that reflect and enact our values  **Dedication:** Selfless devotion of energy or time  **Diversity:** A point of respect in which things differ; variety  **Integrity:** Strict adherence to moral values and principles  **Perseverance:** Steady persistence in adhering to a course of action, a belief, or a purpose  **Self-discipline:** Making yourself do things when you should, even if you do not want to do them  **Success:** Favorable or desired outcome |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with internet access (be sure to follow district guidelines for internet access) * Light projector (Elmo) * Presenter/remote * Video cameras (be sure to follow district guidelines for recording)   **Materials:**   * Dry erase markers * Copies of handouts   **PowerPoint:**   * Success   **Technology:**   * Teacher Tube:   + Success from What Perspective?<http://www.teachertube.com/viewVideo.php?video_id=254611>   + Believe in Me by Dalton Sherman A 12-year-old boy is the key note speaker at Dallas ISD teacher convocation.<http://www.teachertube.com/viewVideo.php?video_id=120604&title=Dalton_Sherman> * TED Talks:   + Joachim de Posada: Don’t eat the marshmallow!  In this short talk from TED U, Joachim de Posada shares a landmark experiment on delayed gratification â and how it can predict future success. With priceless video of kids trying their hardest not to eat the marshmallow.<http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet#t-342835>   **Graphic Organizer:**   * KWHL Chart Success   **Handouts:**   * Notetaking – Success * Role Play Success * Success PSA Assignment * Success PSA Assignment Rubric * Success Word Cloud |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Draw a star diagram on the board with the word “success” in the middle. Hand each student a dry erase marker as they enter the classroom.  As class begins: Have students brainstorm what characteristics lead to personal and professional success by adding ideas to the star diagram on the board.  Ask the following questions:   * Why did you choose [insert word from the board]? * How does it lead to success? * [To the class as a whole] Do you agree or disagree?   If time permits, allow students to personalize their Adventure 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, KWHL Chart – Success, and have students fill out the first two columns of the chart. Ask students to write down what they already know about success and what personal and professional characteristics promote success. The last column will be completed during lesson closure.  Distribute handout, Notetaking – Success, and introduce PowerPoint Success. Students will be expected to take notes while viewing the slide presentation. Allow time for discussion of each slide as well as time to develop a Personal Code of Ethics.  *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 \*** | Divide the class into five groups. Distribute Success Role Play Activity. Review all scenarios and inform students that they will be acting out one of the scenarios. Randomly assign scenario. Allow time for planning a rehearsing. Student groups will then take turns acting out their scenarios. Discuss results.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for oral response * frequent feedback * check for understanding * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute handout, Success Public Service Announcement Assignment. Inform students that project assignment may be prepared individually or with a partner(s). Explain that information will be expected to be retrieved only from reliable sources. Provide a due date within three class periods.  Students will present summative information in a PSA and then upload PSA to Teacher Tube at <http://www.teachertube.com.> Analyze Success PSA Assignment Rubric so that students are aware of assessment procedures.  Assist students with research and presentation. Keep students focused and on task. Students will work independently or with a partner researching and collecting data for their assignment. At the end of each class period have each student or group give a brief status report on their assignment. Students will complete their assignments and begin presentations.  *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 * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  During research, end each class with each student or group giving a brief status report on the progress of their assignment.  Complete graphic organizer, KWHL Chart – Success, to analyze what they have learned from their personal study and by viewing others’ work on characteristics for personal and professional success. |
| **Summative/End of Lesson Assessment \*** | Students will present summative information in a PSA and online at <http://www.teachertube.com.> Analyze Success PSA Assignment Rubric given during guided practice.  *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** | **Website:**   * Project SUCCESS This website has tools for middle and high school students to succeed with their goals in mind.<http://www.projectsuccess.org/> * SUCCESS Foundation This website provides teens with the fundamental principles of personal development and the resources to help them reach their full potential. The teen spokesperson for this foundation is also Dalton Sherman, the key note speaker in the Teacher Tube video listed under Multimedia Strategies. It has free books, e-books and downloads for educators and students.<http://successfoundation.org/index.php> |
| **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 * Utilized Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Request the free book (or download it for free for educators) *Success for Teens* at <http://successfoundation.org/index.php.> There is also a facilitator’s guide online. |
| **Quotes** | Always bear in mind that your own will to succeed is more important than any other thing. **-Abraham Lincoln**  Success is getting what you want. Happiness is wanting what you get. **-B. R. Hayden**  Success is a journey, not a destination. **-Ben Sweetland**  All of us are born for a reason, but all of us don’t discover why. Success in life has nothing to do with what you gain in life or accomplish for yourself. It’s what you do for others. **-Danny Thomas**  Success does not consist of never making mistakes but in never making the same one a second time. **-George Bernard Shaw**  A strong, positive self-image is the best possible preparation for success. **-Joyce Brothers**  Failure is success if we learn from it. **-Malcolm S. Forbes**  True success is overcoming the fear of being unsuccessful. **-Paul Sweeney**  Most people who succeed in the face of seemingly impossible conditions are people who simply don’t know how to quit. **-Robert Schuller**  The most important single ingredient in the formula of success is knowing how to get along with people. **Theodore Roosevelt**  The dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you’re willing to pay the price. **-Vince Lombardi**  Success is the ability to go from failure to failure without losing your enthusiasm. **Winston Churchill** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What is success? * I measure my success by ……. * My most successful moment in life was when ……. * When I am 30 years old, I will know I am successful if ……   **Writing Strategies:**   * Describe, in detail, what success means to you and how you measure success. * Describe the most successful person you know and explain what makes him / her successful. |
| **Communication**  **90 Second Speech Topics** | * Summarize characteristics required for professional success. * Summarize characteristics required for personal success. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Create a visual aid to utilize in the PSA for the **Success PSA Assignment**.  **TED Talks:**  TED is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less).  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.  Joachim de Posada: Don’t eat the marshmallow!  In this short talk from TED U, Joachim de Posada shares a landmark experiment on delayed gratification — and how it can predict future success. With priceless video of kids trying their hardest not to eat the marshmallow.<http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet#t-342835> |
| **Family/Community Connection** | Have students interview someone they feel has the characteristics of personal and / or professional success and report their findings back to the class. Have them ask questions such as:   * Do you feel successful? * What do you feel is your greatest accomplishment in life? * What lead to your greatest successful movement? |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>  **STAR Events: Life Event Planning**  SkillsUSA<http://skillsusa.org>  **SkillsUSA Events:**   * Community Service * Prepared Speech   Texas Association of Future Educators (TAFE)<http://tafeonline.org>   * Count on Character Contest |
| **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: Have students create the PSA describe in **Success PSA Assignment**. After students upload PSAs to Teacher Tube, encourage viewing of the videos by middle school students. This could possibly have done as part of an advisory or homeroom assignment. |

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)