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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** | Where Do I Fit In? |
| **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:*** Investigate required steps necessary for a variety of career and educational opportunities
* Create an online presentation detailing the steps required to participate in a variety of career and educational opportunities
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| **Rationale** | Think back to the lifestyle timelines you created earlier in the semester. Think about the type of career you will need to have to support that type of lifestyle. Do you know what type of education or training you will need to complete to support that lifestyle? You will explore various types of education and training opportunities through this lesson. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Apprenticeship:** A system of training that is done on-the-job. An apprentice works for an employer who helps the apprentice learn their trade**Community College:** A two-year community college or junior college awards an associate degree once a student has completed a two-year course of study. Some two-year colleges grant diplomas or certificates to students who have met course requirements and are ready to practice in their career fields.**Entry-level:** A job that doesn’t require a degree and lots of experience**On-the-job training:** A trial-by-fire method of job training where people are forced to learn a job on their own, receiving guidance only when they make a mistake**Post-secondary education:** A program designed to support students with intellectual disabilities who are seeking to continue academic, career and technical training for education, and to prepare for gainful employment**Prerequisite:** Something that is necessary to an end or to the carrying out of a function**Private College:** Receives less money from state and local governments, so it charges the same cost to students who live in or outside of the state. This cost is usually higher than the cost of attending a public college**Public College:** Receives a lot of its funding from state or local government. So, it can charge students who live in that state less money to attend that school**Technical College:** Typically offer programs that are two years or less and provide students with formal classes and hands-on experience related to their future career interests. Students may earn a diploma or a certificate, prepare for a licensing exam, or study to begin work as an apprentice or a journeyman in a skilled trade**University:** A four-year college usually offers a bachelor’s degree. Some four-year colleges offer advanced degrees such as a master’s or other graduate degree |
| **Materials/Specialized Equipment Needed** | **Equipment:*** computer with projector for PowerPoint presentation
* presenter/remote
* student computers with Internet access

**Materials:*** copies of handouts

**PowerPoint:*** Where Do I Fit In?

**Website:**Prezi®Prezi® is a virtual whiteboard that transforms presentations from monologues into conversations: enabling people to see, understand, and remember ideas.[www.Prezi.com](http://www.Prezi.com)**Graphic Organizer:*** KWHL Chart – Where Do I Fit In?

**Handouts:*** Lifestyle Scenarios
* Note taking – Where Do I Fit In?
* Prezi® Presentation Assignment
* Prezi® Presentation Assignment Rubric
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Before class begins:**Gather the students’ timelines from the beginning of the course and display them around the classroom. Collect colored post-it notes or colored paper and tape. Each color will represent a different form of career and educational prerequisite for the desired lifestyle. Blue = entry-level employment, red = military service, yellow = apprenticeships, green = community and technical colleges, and orange = universities (if you are unable to find these colors, any substitutions will work as well.)As class begins, distribute colored post-it notes or colored paper and tape to each student. Each student will go around the classroom visiting the timelines and assess the timelines by placing a colored post-it note beneath the timeline. Each color will represent a different form of career and educational prerequisite for the desired lifestyle. Have the students read the timelines and decide which type of career and educational opportunity best fits the lifestyle on the timelines. After the students are done with the assignment, have the students pick up their own timeline with post-it notes.Allow students to complete the activity and ask the following questions:* Do you agree with the suggested career and educational opportunities listed for your timeline? Why or why not?
* Is anyone surprised to learn their desired lifestyle may require additional training than previously anticipated? Why or why not?

Does anyone want to change their timeline? Why or why not? (Now, allow students time to update their timeline if desired.) |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.Distribute graphic organizer, KWHL – Where Do I Fit In? and have students fill out the first two columns of the chart. Ask students to write down what they already know about career education and training. The last column will be completed during lesson closure.Distribute handout, note taking – Where Do I Fit In? And introduce PowerPoint, Where Do I Fit In? Students will be expected to take notes while viewing the slide 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
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| **Guided Practice \*** | **Optional Activity:**Cut apart and distribute\*Lifestyle Scenario Cards\* to students and allow them to explore various resources to fill in the blanks on their cards. Depending on your class size you may need to develop additional scenarios or have students work in teams. Once cards have been completed, allow time for students to share and discuss their results.Distribute handout, Prezi® Presentation Assignment. Students will go to [www.Prezi.com](http://www.Prezi.com) to create presentation. Teachers will need to set up an educational account prior to start of lesson. Instructions on how to create a Prezi® for beginners can be found at <http://Prezi.com/learn/.> Inform students that assignment must be prepared individually or with a partner. Explain that information will be expected to be retrieved only from reliable sources.Review components of Prezi® Presentation Assignment Rubric so that students are aware of assessment procedures. Assist students with research and presentation choice. Allow students to select one topic from the handout, Prezi® Presentation Assignment, list so that all topics are covered. Keep students focused and on task.*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
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 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 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.Students will make presentation to the class.Complete graphic organizer, KWHL – Where Do I Fit In? to analyze what they have learned from their investigation of career and education opportunities. |
| **Summative/End of Lesson Assessment \***  | Student presentations/projects will be assessed with Prezi® Presentation Assignment Rubric provided 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:*** PreziPrezi is a virtual whiteboard that transforms presentations from monologues into conversations: enabling people to see, understand, and remember ideas. www.Prezi.com
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| **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
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | Make copies of the following article for students to read and discuss: [http://www.usatoday.com/news/education/2010-03-16-1Acollegeforall16\_CV\_N.htm.](http://cte.sfasu.edu/wp-content/uploads/2012/02/Four-Corner-Vocabulary2.pdf)Ask the following questions:* What may be the benefits of taking part in an apprenticeship?
* Is college for everyone?
* (Debate) Which is better, attending college or going to work right after high school?
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| **Quotes** | Life isn’t about finding yourself. Life is about creating yourself.**-George Bernard Shaw**A life spent making mistakes is not only more honorable, but more useful than a life spent doing nothing.**-George Bernard Shaw**Do not go where the path may lead, go instead where there is no path and leave a trail.**-Ralph Waldo Emerson** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** Describe your future.
* Describe your future career.
* Describe your plans after high school.

**Writing Strategy:*** Role: Friend
* Audience: Teens
* Format: Letter writing
* Topic: Post high school options
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| **Communication****90 Second Speech Topics** | * Explain the difference between a technical and community college.
* Explain the benefits of attending a community college prior to a four-year university.
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| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | * Create fliers, pamphlets, and/or brochures advertising for the college and career night described in the family and community connection.
* Create a Public Service Announcement (PSA) to discuss the benefits of post-secondary education.
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| **Family/Community Connection** | Host a college and career night at school. Invite local colleges and universities to attend, along with middle and high school guidance counselors. Also invite local businesses to attend. Set up booths for guests to visit. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>**STAR Events:*** Career Investigation
* Life Event Planning
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| **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.servicelearning.org>Possible idea: Host a college and career night at school. Invite local colleges and universities to attend, along with middle and high school guidance counselors. Also invite local businesses to attend. Set up booths for guests to visit. |

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)