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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 LPSCS |
| **Lesson/Unit Title** | Personal Management |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**  (3) The student applies concepts of critical thinking and problem solving.  (A) The student is expected to analyze elements of a problem to develop creative and innovative solutions  (B) The student is expected to critically analyze information to determine its value for the problem-solving task  (C) The student is expected to compare alternatives using a variety of critical-thinking skills; and  (D) The student is expected to conduct technical research to gather information necessary for decision making |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, each student will apply concepts of personal development using the goal-setting concept to create short-term and long-terms goals for the current school academic year.  **Specific Objectives**   * Understand what goal-setting is and its importance in Personal Management. * Identify the benefits of goal-setting. * Determine short-term goals and long-term goals. * Develop *S.M.A.R.T. Goals Planner*. * Sign a *Personal Development Mentor/Mentee Partnership Agreement*. |
| **Rationale** | When seeking a career in Law, Public Safety, Corrections and Security, it is critical that students know how to apply concepts of personal development using the goal-setting concept to create short-term and long-terms goals. |
| **Duration of Lesson** | This lesson should take five days (225 minutes) to complete in its entirety. The last two days (90 minutes) are recommended if time permits within the entire year-long curriculum.   * Days one through three: What is Personal Management? (135 minutes) * Day four: Six Weeks S.M.A.R.T. Goals Planner (45 minutes) * Day five: Mentor and Mentee Partnership (45 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * **Goal Setting -** a powerful technique for helping you develop a solid foundation for future planning andorganization. * **Short-Term Goals -** goals you want to do in the*near future*; the near future can mean today, this week,this month, or even this year. * **Long-Term Goals -** something you want to accomplish in the*future*; they require time and planning;they are not things you can do this week or even this year; they are usually at least several years away. * **Personal Management -** is about mapping a plan for your life that will involve setting short-term andlong-term goals and investigating different ways to reach those goals; education, training, and experience all help make your goals become a reality. * **Mentee -** a person who is guided by a mentor. * **Mentor -** a wise and trusted counselor or teacher, an influential senior sponsor or supporter. * **Planner -** used to manage your time, prioritize assignments, and track grades for every six weeksduring the academic school year. * **S.M.A.R.T. -** guidelines to help you set effective goals; S = Specific; M = Measurable; A = Achievable; R =Realistic; T = Timely. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Personal Management slide presentation and notes * Note Taking Form handout   **Equipment Needed**   * Computer and Internet access for teacher and students * Projector (for digital presentation)   **Materials Needed**   * Handouts for each student * Activity 1 - Short-Term Goals * Activity 2 - Long-Term Goals * Activity 3 - Life Goals Collage * Note Taking Form * Activity 4 - Six Weeks S.M.A.R.T. Goals Planner * Activity 5 - Personal Development Mentor/Mentee Partnership Agreement * Supplies listed in each activity * Pencils and Pens |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purpose of this lesson is to give students an opportunity to apply the concepts of Personal Management using goal-setting techniques.  **Say**  During this lesson, you will learn about Personal Management. You will focus on what goal-setting is, understanding the benefits of goal-setting, determining your short-term goals and long-term goals, developing a *Six Weeks S.M.A.R.T. Goals Planner*, and establishing a mentor and mentee partnership agreement.  **Say**  To achieve your goals, you must choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities.  **Ask**  Why do you think it is necessary to establish short-term goals and long-term goals?  **Say**  You will create your short-term goals and long-term goals for the current academic school year.  **Show**  *Personal Management* slide presentation |
| **Direct Instruction \*** | **Days 1-3**   1. Introduce Personal Management    1. What is Personal Management?    2. What is Goal Setting?    3. Benefits of Goals    4. S.M.A.R.T. Goals    5. Short-Term Goals    6. Long-Term Goals    7. *Activities*       1. *Activity 1 - Short-Term Goals*       2. *Activity 2 - Long-Term Goals*       3. *Activity 3 - Life Goals Collage*   **Day 4**   1. Weekly S.M.A.R.T. Goals Planner    1. How do you use your planner?    2. Planner Expectations 2. *Activity 4 – Six Weeks S.M.A.R.T. Goals Planner*   **Day 5**  IV. Mentor and Mentee Partnership   1. What is a mentor? 2. What is a mentee   V. Activities   * 1. *Activity 5 – Personal Development Mentor and Mentee Partnership Agreement*   2. *Activity 3 – Life Goals Collage* Presentation   VI. Assessment = Daily Activities  *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 \*** | * The teacher will present the *Personal Management* slide presentation and lead the class discussion. * The teacher will distribute all handouts and the class will discuss them. * After the students have learned about *Personal Management* they will begin to work on the activities.   *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 \*** | * Students will determine their short-term goals and long-term goals. * Students will establish their Six Weeks S.M.A.R.T. Goals Planner. * Students will sign their *Personal Development Mentor/Mentee Partnership Agreement*. * Students will present their *Life Goals Collage* to the class.   *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** | There are several short-term goals and long-term goals that students can determine in high school. It is important for students to establish their life goals to serve as a roadmap to their success in life. |
| **Summative/End of Lesson Assessment \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin Harcourt PublishingCo.   **Preparation**   * Review and become familiar with the terminology, website links, and the slide presentation. * Have materials, slide presentation, and websites ready prior to the start of the lesson. * Print handouts for each student. |
| **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) | Classroom guest speaker presentation from a career counselor may be used as enrichment to discuss the importance of Personal Management and goal-setting in high school. |
| **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)