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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*.
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| **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)
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| **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.
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| **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
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| **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 Partnership1. 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.
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| **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)