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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Family and Community Services |
| **Lesson/Unit Title** | Exploring Careers in Family and Community Services |
| **TEKS Student Expectations** | **130.279.** **(c) Knowledge and Skills**  (2) The student explores careers in family and community services. The student is expected to:  (B) investigate career options available that focus on families and communities |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explore careers in family and community services * Outline education opportunities available after high school graduation * Assess salaries, duties, work environment and job outlook for employment * Investigate interests with an interactive online interest profiler * Research skills, education, abilities, and work activities for a specific career * Design a family and community services career poster |
| **Rationale** | What career do you see in your future? What education do you need for this career? How much money will you make? What skills will you need? In this lesson, you will explore the answers to these questions as well as additional information regarding family and community services careers. Let’s get started! |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Career Clusters:** Groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into the Career Clusters based on the fact that they require a set of common knowledge and skills for career success. The Knowledge and Skills represented by Career Clusters prepare learners for a full range of occupations/career specialties, focusing on the holistic, polished blend of technical, academic and employability knowledge and skills. This approach enhances the more traditional approach to career and technical education in which instruction may focus on one or two occupations and emphasize only specific occupational skills.  **Career Pathways:** Sub-groupings of occupations/career specialties used as an organizing tool for curriculum design and instruction. Occupations/career specialties are grouped into Pathways based on the fact that they require a set of common knowledge and skills for career success.  **Certification:** Proof that you are an expert in a specific topic.  **Education:** The act or process of acquiring knowledge. A particular kind of instruction or training.  **Interests:** What you like to do.  **Job Training:** Training involving both on-the-job experience and informal training with experienced workers.  **Knowledge and Skills:** Industry-validated statements that describe what learners/employees need to know and be able to do for career success within a Cluster and/or Pathway.  **Occupations/Career Specialties:** Particular careers or occupations based on advanced knowledge and skills specific to that career or occupation.  **Program of Study (curriculum framework):** A sequence of instruction (based on recommended standards and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences. This sequence of instruction provides preparation for a career.  **Personal Plan of Study:** An individual learner’s scope and sequence of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences based upon his/her chosen career goals and aspirations. The Plan of Study should be revisited periodically (at least on an annual basis) to adjust as the interests and career aspirations of a learner change. This is a flexible resource designed to change in concert with the interests and needs of the learner.  **Organization skills:** Strategies for using time, energy, resources, etc. in an effective way.  **Skills:** The talent and expertise a person possesses to perform a certain job or task.  **Tasks:** A piece of work assigned or done as part of one’s duties.  **Work activities:** Activities associated with specific business requirements that users perform to accomplish their jobs.  Note to Teacher – Some definitions are longer than others and are taken from reliable sources. Use your discretion as to the length when assigning terms and definitions to students for review. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with internet access (be sure to follow district guidelines for internet access)   **Materials:**   * Cardstock * Index cards * Play money * Poster board   **Supplies:**   * Clipboard * Notebook * Step ladder * Tie (management) * Copies of handouts   **PowerPoint:**   * Exploring Careers in Family and Community Services   **Technology:**   * Free iPad App:   + Job Search – Simply Hired Free job search app making it easy to find jobs<https://itunes.apple.com/us/app/job-search-simply-hired/id730634951?mt=8> * Infographic:   + Volunteering as a Pathway to Employment Does Volunteering Increase Odds of Finding a Job for the Out of Work?   **Graphic Organizer:**   * Exploring Careers in Family and Community Services Notes * Exploring Careers in Family and Community Services Notes (Key)   **Handouts:**   * Dietitian * Family and Community Service Careers O\*Net Flashcards * FCCLA Planning Process * Geriatric Care Manager * Rubric for Family and Community Services Career Glogster™ EDU * Rubric for Family and Community Services Career Poster * Social and Community Services Manager |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Become familiar with:   * The O\*NET Interest Profiler  This will help students find out what their interests are and how they relate to the world of work. <http://www.mynextmove.org/explore/ip>   Print the **Family and Community Services Careers O\*Net Flashcards** (all Lesson Attachments–coming soon) on card stock ready for use in the Independent Practice tab.  Gather materials and place in front of classroom. On index cards, write the following titles:   * Ladder of Success (title at top) * On the Job Training (1st step) * Certifications (2nd step) * Associate Degree (3rd step) * Bachelor Degree (4th step) * Graduate Degree (5th step)   Tape cards on the steps of the ladder from the bottom up with the title at the very top. Take a small amount of money on the lowest step representing On-the-Job Training. Place more money on the next step representing Certifications. Continue adding more money until the most money is at the top step, Graduate Degree.  As students enter the classroom, allow them to visualize that the more education they acquire, the more money they can make. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute the graphic organizer Exploring Careers in Family and Community Services Notes so that students may take notes during the slide presentation.  Distribute the Career Cluster Programs of Study Models for Dietitians, Geriatric Care Manager and Social and Community Services Manager so that students may follow along with the slide presentation.  Introduce PowerPoint Exploring Careers Family and Community Services. Allow time for questions and class discussion.  Stress the need for continued training opportunities throughout one’s career.  View the YouTube video:   * Become a Personal and Home Care Aide  Assist elderly or disabled adults with daily living activities at the person’s home or in a daytime non-residential facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. <http://youtu.be/p8HyUgDDXlE>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * peer assistance with notetaking * providing printed PowerPoint™ notes * extra time to take notes |
| **Guided Practice \*** | Introduce students to:   * My Next Move – O\*Net Interest Profiler website. The O\*NET Interest Profiler can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do.  The O\*NET Interest Profiler helps you decide what kinds of careers you might want to explore. <http://www.mynextmove.org/explore/ip>   Allow students to answer each question as to whether they like the activity or not.  There are four sections to the profiler:   * Interests * Results * Job Zones * Careers   If possible, allow them to print the results to discuss in the Lesson Closure section.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow extra time needed to complete handwritten sample job application * assisting student in gathering information * provide praise and encouragement * grade according to work done |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Student will design a poster with a selected career.  Place the Family and Community Services Careers O\*Net Flashcards a basket. Ask each student to choose one career that they will research. They may exchange careers with their peers or with you as long as each student has a different career.  Direct students to the O\*Net Online website. <http://www.onetonline.org/>  Students will type in the O\*Net SOC (Standard Occupational Classification) code in the Occupation Search.   * Note to teacher – if you do not have a computer lab for your students, you may print the information needed for the careers from your computer so that students may be able to complete the assignment.   Distribute the Rubric for Family and Community Services Career Poster or the Rubric for Family and Community Services Career Glogster EDU so that students may understand the assignment. The poster or Glogster should include an image of the career and the following information:   * Tasks * Tools and Technology * Knowledge * Skills * Abilities * Work Activities * Job Zone * Education * Interest Code * Work Styles * Work Values * Wages and Employment Trends   *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 * allowing extended time for typing resume * extending possible tutoring time before and after school * allowing time at home if a computer is available |
| **Lesson Closure** | Review lesson plan objectives, terms, and definitions.  The O\*NET Interest Profiler can help students find out what their interests are and how they relate to the world of work. It will also help them decide what kinds of careers they might want to explore.  There are six interest areas:   * Realistic * Investigative * Artistic * Social * Enterprising * Conventional   Students will share their top three scores from their personal score report with the class. |
| **Summative/End of Lesson Assessment \*** | Students will present their career poster or Glogster to the class.  Presentations will be assessed with appropriate rubric.  After the career presentation have been completed, allow the students to use the FCCLA Planning Process to determine a career in Family and Community Services they may be interested in.  Option: Display the posters on a wall outside your classroom so that students may view the possible careers in Family and Community Services.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing assistance in typing final resume * allow extra time for turning in resume |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Kelly-Plate, J., & Eubanks, E. (2004). *Today’s teen.* New York, NY: Glencoe/McGraw-Hill.   **Websites:**   * CTE – Learning that works for America Nationwide Career Technical Education (CTE) programs are changing, evolving and innovating to better serve the country’s needs.<http://www.careertech.org/> * My Next Move  An interactive tool for job seekers and students to learn more about their career options<http://www.mynextmove.org/> * National Center for O\*NET Development. Human Services Career Cluster.  O\*NET OnLine. Retrieved December 16, 2013, from <http://www.onetonline.org/find/career?c=10&g=G>   **YouTube:**  Become a Personal and Home Care Aide Assist elderly or disabled adults with daily living activities at the person’s home or in a daytime non-residential facility. Duties performed at a place of residence may include keeping house (making beds, doing laundry, washing dishes) and preparing meals. <http://youtu.be/p8HyUgDDXlE> |
| **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 |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Allow students to read the following article about how important it is to volunteer in their community.   * Community Service A Family’s Guide to Getting Involved<http://kidshealth.org/parent/positive/family/volunteer.html> * Reading Strategy:   + The “Word Attack” Strategy will be utilized. Advise students prior to reading the article, to skim the article and circle / underline words that are unfamiliar to them.   The students will be encouraged to use <http://www.dictionary.com> and to check the word wall to help with decoding. This procedure will help with their understanding of the meaning and pronunciation of the words. |
| **Quotes** | If it’s free, it’s advice; if you pay for it, it’s counseling; if you can use either one, it’s a miracle. **-Jack Adams**  Do more than is required. What is the distance between someone who achieves their goals consistently and those who spend their lives and careers merely following? The extra mile. **-Gary Ryan Blair**  Family is not an important thing. It’s everything. **-Michael J. Fox**  I feel like I have had the most amazing life in my public service. **-Hillary Clinton**  Enjoy your time in public service. It may well be one of the most interesting and challenging times of your life. **-Donald Rumsfeld** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I believe volunteering in my community is important because . . . * I would like a career in . . . * It is important to list your skills on an employment application because . . . * My favorite event to volunteer at is . . . * I would prefer to work with children because . . .   **Writing Strategy:**   * RAFT writing strategy   + Role: student   + Audience: homeless shelter   + Format: letter   + Topic: volunteering to care for the children |
| **Communication**  **90 Second Speech Topics** | * In order to obtain the career, I want, I have to … * Three things about the career that I am interested in are … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students can describe community service experiences that they have volunteered at that can contribute to a career in Family and Community Services. Allow them to write a reflection detailing the time spent and a description of the skills they obtained.  **Infographics:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Volunteering as a Pathway to Employment Does Volunteering Increase Odds of Finding a Job for the Out of Work? |
| **Family/Community Connection** | * Students can involve their families in community events and participate in activities that can assist the program. |
| **CTSO connection(s)** | **Family Career and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  **STAR Events:**   * Career Investigation – An individual event – recognizes participants for their ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals and describe the relationship of Family and Consumer Sciences coursework to the selected career. * No Kid Hungry National Outreach Project – A team event – recognizes chapters that participate in the “No Kid Hungry” Share our Strength National Outreach Project. Participants will use Family and Consumer Sciences content and skills to address ending childhood hunger through service learning, education/awareness, and fundraising. |
| **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.ysa.org>  Possible idea: Students may organize a collection of coats for children to wear in the winter. |

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)