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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Career Exploration Using O\*Net |
| **TEKS Student Expectations** | §130.143 (c) Knowledge and Skills  (2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:  (A) assess personal marketability;  (B) practice job-search strategies, including:  (i) write a letter of application;  (ii) prepare a resume;  (iii) use networking techniques to identify employment opportunities; and  (iv) complete a job application.  (9) The student uses information technology tools to manage and perform work responsibilities. The student is expected to:  (A) demonstrate advanced web search skills. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify the criteria necessary for a resume. * Prepare a cover letter, resume, and letter of resignation. * Evaluate their career readiness by using the O\*NET website. |
| **Rationale** | It is important for students to understand employability skills and manage work responsibilities. |
| **Duration of Lesson** | This lesson should take eight to 10 days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * O\*NET – a free website that contains hundreds of occupation-specific careers that helps investigate and evaluate career options. * Resume – a document that is used to “sell” an applicant’s abilities to prospective employers. * Cover Letter – serves as an “introduction” of the applicant and gives an overview of qualifications. * Letter of Resignation – formal advance notice of intent to leave current position. * Basic Skills – entry level; basic math and writing knowledge; little or no experience. * Advanced Skills – more direct knowledge; complex math and writing abilities; experience handling complex situations; analytical skills; a track record of successes; leadership skills; may have advanced computer knowledge of software applications. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Portfolio * “Would YOU Hire *YOU*?” Student Outline Fill-in Notes * “Would YOU Hire *YOU*?” Key * O\*NET Scavenger Hunt * O\*NET Scavenger Hunt Answer Key * O\*NET, Part II Activity * Career Project * Rubric for Career Project (Resume, Cover Letter, Letter of Resignation) * Rubric for Career Project (overall project) * 140 Characters! Activity * Internet   **Materials Needed**   * Printer paper * Notebook paper * Flash drive (optional for students to save their work)   **Equipment Needed**   * Computers (for students to complete projects) * Projector (for student presentation) * Internet Access |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask students to raise their hand if they currently have a job. Ask them if they intend to keep that job until they retire. * What was the process when they were hired? * Did they fill out an application or were they also required to submit a resume? * Explain that, once students graduate from high school, they will often be required to submit a resume when seeking employment. * Ask students what they think should be on a resume. List their answers on the board. * Ask students what qualifies as “Social Media.” Ask for a show of hands if they have Facebook, * Twitter, Instagram, or YouTube accounts. * Ask them if they have ever deleted questionable material from their accounts. * Explain the importance of maintaining a professional image on all social media when applying for a job (and college, too)! |
| **Direct Instruction \*** | * Discuss the types of jobs the students have and the skills necessary to keep their jobs. * Have each student list his/her strengths and weaknesses on a sheet of notebook paper. Tell them to be honest! Now, break the class into pairs. Have them list the strengths and weaknesses of each other. Take about 10 minutes for this activity. Tell them to look at their lists, compare it to the list their partners made and put a check mark beside the trait if they agree. Are the lists similar or different? Tell them to save these papers for future use.   *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 explain the procedure for career exploration and resume preparation using O\*NET. The teacher will give students a Student Notes Outline to fill in while the teacher presents the material.  Introductory sponge activity: the teacher will divide the class into partners and instruct them to develop a list of strengths and weaknesses of each other. Then students will draw up a list of what they consider to be their own strengths and weaknesses. Then they will compare findings and discuss (approximately 10-15 minutes).  *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 \*** | **“Would You Hire *YOU*?” Student Notes Handout**   * Students will be given opportunities to fill in the blanks as the instructor presents the material. The instructor has the discretion to use this as a daily grade or a completion grade. * **O\*NET Scavenger Hunt** * Students will be given a worksheet to complete while searching for required information using the O\*NET website. The purpose of this activity is to help students to familiarize themselves with O\*NET. An answer key is provided; the teacher should go over the answers and discuss the material. The teacher is encouraged to refer to O\*NET. * **O\*NET Part II** * Students will answer questions pertaining to personal interests. No key or rubric is required. This is intended as a completion grade. * **Career Project**   This is a very in-depth assignment. Students will use O\*NET to research at least three careers, and then write a paper reflecting their research and career choices. Upon completion of Part I, students will type a resume, cover letter, and letter of resignation using examples found on the Internet. Students will also prepare a presentation that includes, among other things, what to wear on a job interview. Rubrics are provided for this activity. A summary sheet is provided as a checklist to make sure students have met all requirements for the activity. This sheet may be turned in to the instructor for grading purposes, if desired.  *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** | 1. What is O\*NET? 2. O\*NET is the nation’s primary FREE source of occupational information, which contains hundredsof occupation-specific career descriptions. 3. What is the difference between entry-level and advanced-level skills? 4. **Entry-level skills** are very basic, such as simple math, basic reading and writing skills, and possiblybasic computer skills. **Advanced skills** require more training. Examples would be more difficult math calculations, interpersonal skills, specific software applications, leadership skills, managerial experience, etc. 5. What purpose does the resume serve? 6. The resume is basically your life on paper, or, when submitted on computer, it is your professional profile. 7. Why is a cover letter important? 8. The cover letter is used to introduce you and give an overview of your skills. 9. How is social media used in the job search process? 10. Social media is becoming a valuable tool for both the recruiters and the job seekers. It’s more economical and direct than using classified ads or personnel agencies. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment**   * Instructor will observe students during Independent Practice. * Instructor will assist students as needed.   **Formal Assessment**   * Answer Keys have been provided for the following Independent Practice assignments. * Would You Hire *YOU*? Student Notes Handout * O\*NET Scavenger Hunt * O\*NET Search, Part II is a completion grade; therefore, no rubric or key is provided. * Use the rubrics included to evaluate the following Independent Practice assignment. * Career Project (two rubrics – one for resume, cover letter, and letter of resignation and one for project presentation) |
| **References/Resources/**  **Teacher Preparation** | * O\*NET [(http://www.onetonline.org](http://www.onetonline.org/)) * Social Media sites * Job search sites |
| **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) | **Extension**   * Students will present their Career Projects to the class.   + A rubric is provided for this activity.   **“What a Character!”**   * Students will write their resume in **TWITTER** format, using only 140 characters. They will make a replica of a Twitter account (including their twitter name and a picture!) in word processing format. Hint: they can do a word count in most word processing platforms using the “word count” feature. Have the students distribute their resume to the class.   + A rubric is provided for this activity. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **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)