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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Marketing |
| **Course Name** | Marketing Dynamics |
| **Lesson/Unit Title** | Career Exploration and Interview Skills |
| **TEKS Student Expectations** | **§130.347. (c) Knowledge and Skills**  (10) The student recognizes that careers are ever changing and require continual self-assessment, research, and preparation to develop and implement responsible decisions.  (A) The student is expected to analyze self-assessment information, including interests, aptitudes, and personal traits  (B) The student is expected to research and assess employment trends in marketing careers  (C) The student is expected to locate and identify career opportunities that appeal to personal career goals  (D) The student is expected to match personal interest and aptitudes to selected careers  (E) The student is expected to model the steps for locating and securing employment  (F) The student is expected to use multiple resources to locate job opportunities  (G) The student is expected to develop a resumé  (H) The student is expected to prepare a letter of application  (I) The student is expected to complete an employment application  (J) The student is expected to participate in mock employment interviews  (K) The student is expected to list the standards and qualifications that must be met in order to enter a given career  (L) The student is expected to employ critical-thinking and decision-making skills to exhibit qualifications to a potential employer |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will be able to:   * Analyze self-assessment information, including interests, aptitudes, and personal traits * Research and assess employment trends in marketing careers * Locate and identify career opportunities that appeal to personal career goals * Match personal interest and aptitudes to selected career * Model the steps for locating and securing employment * Use multiple resources to locate job opportunities * Develop a resume * Prepare a letter of application * Complete an employment application * Participate in mock employment interviews * List the standards and qualifications that must be met to enter a given career * Employ critical-thinking and decision-making skills to exhibit qualifications to potential employer |
| **Rationale** | Students integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions. |
| **Duration of Lesson** | 3-4 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Resume – snapshot of your experience, skills and talents * Aptitude – a natural ability or talent * Career Outlook – the future of a career as far as growth or decline * Occupational Outlook Handbook – government handbook that lists pertinent information about most occupations * Internship – an apprenticeship for high school students. Can be paid or unpaid, allows students to shadow professionals |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Textbook * Display for digital presentation, websites for assignments and class discussion * Instructor Computer/Projection Unit * Online Websites * Handouts/Lesson Attachments |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purposes of this lesson are to help students understand:   * The importance of having a well written resume * How to research different careers * Where to find career opportunities * The appropriate way to interview   **ASK**: Ask students if they know what they want to do after they graduate?  **SAY:** Explain that the average person will have seven careers in their lifetimes so it is not unusual to be looking at newcareers and interviewing for new jobs even after you graduate and become an adult.  **ASK:** When employers are first considering you for a job, what do you think they want to see?  **SAY**: Explain that most employers will ask to see your resume, even before they met you or ask you to complete a jobapplication. Your resume shows employers your skills and experience. If you resume is not well-written or does not showcase your talents, prospective employers may not see how you fit into their companies and not look at you further.  **ASK:** Once you have the interview how important is it to be prepared and know how to answer prospective questions?  **SAY:** Employers have many applicants to choose from so it is imperative that you be well prepared and rehearse youranswers before you get to the interview. |
| **Direct Instruction \*** | I. Choosing a Career  A. Assessing yourself  1. Values  2. Lifestyle goals  a) Where you want to live  b) Transportation methods  c) Type of housing  d) Relationship with family  and friends  3. Interests  4. Skills and aptitudes  5. Your personality  6. Your work environment  7. Your relationships preferences  II. Career Planning  A. Career Assessment  1. Lifestyle Fit  2. Work Values  3. Salaries and Benefits  4. Career Outlook  5. Helpful Personality Traits  6. Work Environment  7. Work Relationships  III. Internships  A. Allows you to explore careers  B. Shadow people in possible careers  C. Evaluate if that is what you really want  IV. Research Careers  A. There are many options for research careers  1. Libraries  2. Occupational Outlook Handbook  3. Online Job boards  4. School counselors  5. Career and Technical Education Counselors  6. Career Planning  V. Executing the plan  A. Education  1. Where  2. Admission requirements  3. Financial Aid  B. Skills  1. What is required  2. Where can they be obtained  VI. Resume  A. Contact information  B. Education  C. Previous vs. current  D. Skills  VII. Resume formats  A. Chronological  B. Functional  C. Combination  D. Use a simple easy to read font  E. Do not embellish on experience or skills  F. Do not go over one page  G. It should look clean and professional  Teacher will lead the discussion of material, using multimedia presentations for career explorations and interviewing skills.  Students will be assigned the guided practice worksheet and write their own resumes.  Students will complete the independent activities, whether individually, or in pairs or groups at the discretion of the teacher.  Teacher will move about the classroom and will monitor the students’ progress while the students assume the role of self- director.  Explain the importance of career planning and interviewing skills to the Human Resource Managers. Explain to the class that these managers interview dozens if not hundreds of applicants so resume and interview skills are important.  Ask the class if know what they want to do after they graduate. Have them explain what they will need to do to obtain those careers. Lead the class in a discussion about the importance of resume’s and interviewing skills and education.  Go over all the criteria in the assignment and check for understanding.  *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 \*** | Students will complete the Resume Worksheet to help guide them to complete their resume. Once they have completed the worksheet they will write a resume of their own. They can use the templates and/or the wizard in the word processing application to complete their resume. Once they have completed their resumes they need to exchange resumes to be proofread before turning in.  *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 \*** | **Mock Interviews**  Students will use the resumes that they wrote in the guided practice exercise. They will conduct mock interviews with one another. Using the rubric provided in this lesson they will grade the interviews of two other students in the class. All students will conduct interviews and be interviewed themselves. They will ask at least five questions from the list provided in this lesson. The grading rubrics will be turned in once all interviews have been conducted. Students can share their experiences, which students had the best answers and why they thought so and which students needed to work on their answers and why.  *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** | Career research and planning is a critical step that many students skip in their educational career. Many students become focused on what they think their ideal career will be without having researched it. They may spend lots of time, money and effort to get the job of their dreams, only to find out that it is not what they expected. Researching careers and using internships now can level expectations and help guide students to careers for which they are better suited. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Instructor should observe the work ethic of individuals involved in class discussions and the independent practice activity.  **Formal Assessment**  Students will be evaluated on their Resumes and their interviewing skills. Students will also be assessed on their use of the word processing skills and the neatness, formatting, grammar and spelling of their resumes.  *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** | * Review and familiarize yourself with the terminology, website links, and digital presentations. * Teacher will have assignments and website information ready to distribute to students. |
| **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** | Handouts   * Marketing – Career Interview Questions * Marketing – Career Resume Research * Marketing – Career Resume Worksheet |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Skills Assessments and Career Research**  Students will use the internet to take some skills and aptitude assessment tests. These tests can be found on many job boards. Once they have completed the skills and/or aptitude assessments they will research careers that match those skills. These should be careers in which they have an interest.  Search for the occupation in which you are interested and research the following information:   * + Description of job   + Working conditions   + Job requirements   + Job Outlook   + Earnings   Type a paragraph that includes all of the above information and turn it in. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **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)