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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Investigating Careers |
| **Lesson/Unit Title** | Career Investigations |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills**  (3) The student investigates the professional skills needed for college and career success. The student is expected to:  (A) apply core academic skills to meet personal, academic, and career goals  (B)investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences  (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Identify the various career opportunities within the Education and Training, Hospitality and Tourism and Human Services Clusters * Explore the pathways within each cluster * Research academic requirements and/or technical skills required for specific career |
| **Rationale** | How many of you have thought about the career you would like to pursue? Do you know what type of training is required for the career of your choice? Are you willing to work to acquire the necessary skills and training for the career you want? In this lesson, we will explore different careers and the training and skills needed for specific careers. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Apprenticeship:** On-the-job training coordinated with courses of academic study leading to certified mastery of particular skills. Certification can lead directly to employment, or may be part of a larger strategy of building a set of certified skills in the workplace  **Armed Services Vocational Aptitude Battery (ASVAB):** Test that consists of verbal, math, and technical sections. The scores focus on factors that will help determine jobs that align with individuals’ abilities  **Bachelor’s Degree:** An academic title awarded by a college or university as an indication of the completion of a course of study that generally takes four or more years to complete  **Career:** A lifelong journey as a person works to meet their earning, learning, and living goals. A career continually changes as an individual grows through personal experiences, education, and activities  **Career Cluster:** A grouping of careers with similar skills or common themes based on industry grouping and all educational levels  **Career Development:** Actively engaged in setting goals for personal living, earning a living, and life-long learning, and establishing a plan for reaching these personal goals  **Career Field:** A broad grouping of the 16 clusters based on commonalities among clusters  **Career Specialty:** A specific job title with a pathway within a cluster  **Certification:** A credential indicating specific training in a career specialty  **Cooperative Education Program:** An arrangement in which teachers coordinate classroom instruction with students’ part-time work in the field. Student spend part of the day at school and part of the day on the job honing their career abilities  **Entrepreneurship:** The act of creating and developing your own business based upon consumer need or service  **Essential Knowledge and Skills (EKS):** A set of knowledge and skills common to all 16 clusters  **Exploratory Interview:** A short, informal talk with someone who works in a career that one finds interesting  **Free Application for Federal Student Aid (FAFSA):** The required application is used to apply for any type of federal financial aid including grants, work study and student loans  **Internship:** Part-time, on-the-job learning experiences that reinforce classroom instruction. Interns can experience a career from the inside, and sometimes the experience might turn into full-time employment  **Job:** A specific duty, role, or function  **Job Shadowing:** An experience in which students seeking a better understanding of particular career specialty follow experienced workers through the course of a work day  **Prerequisite:** A class that must be taken before another class can be taken, which often provides an introduction or foundation that will help a student be successful in the next class  **Teamwork:** Work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Presenter/remote * Computers with internet access and printers * Copies of handouts   **PowerPoint:**   * Career Investigations   **Technology:**   * Hospitality and Tourism Videos<http://www.watchknowlearn.org/Video.aspx?VideoID=16953><http://www.watchknowlearn.org/Video.aspx?VideoID=2117><http://www.watchknowlearn.org/Video.aspx?VideoID=37422> * Education and Training Videos<http://www.watchknowlearn.org/Video.aspx?VideoID=33978><http://www.watchknowlearn.org/Video.aspx?VideoID=37254><http://www.watchknowlearn.org/Video.aspx?VideoID=31491>   **Graphic Organizer:**   * KWL – Education and Training * KWL – Hospitality and Tourism * KWL – Human Services   **Handouts:**   * Hospitality and Tourism Career Cluster Occupations * Education and Training Career Cluster Occupations * Human Services Career Cluster Occupations * Career Flowchart Education and Training * Career Flowchart Hospitality and Tourism * Career Flowchart Human Services * Career Investigations Education and Training * Career Investigations Hospitality and Tourism * Career Investigations Human Services * Note taking – Career Investigations * Career Investigations Rubric * Career Investigation Reflection |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to the lesson:**  Display the PowerPoint Career Investigations. As each term appears on the screen, have students guess what each job entails. After students have made their guess out loud, give students the correct answer located in the script of the PowerPoint.  As class begins, have students pair up and discuss two jobs, including the pros and cons of the jobs’ duties. |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Distribute graphic organizer, KWL Chart – Education and Training, and have students fill out the first two columns of the chart. Ask students to write down what they already know about the topic in the first column and what they want to learn about the topic in the second column. The last column will be completed during lesson closure. The students will complete the same task for the graphic organizer,KWL Chart – Hospitality and Tourism, and KWL Chart – Human Services,  Distribute handout, note taking – Career Investigations, and introduce PowerPoint, Career Investigations. Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  *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 * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | Post each occupations handout, Education and Training Career Cluster Occupations, Hospitality and Tourism Career Cluster Occupations, and Human Services Career Cluster Occupations at the front of the classroom. Assign or allow students to select a career/job in the cluster you are currently focusing on. Inform students that they will be conducting research on the careers/jobs they select.  Introduce handout Career Investigations. Select a career to use and display on the projector for an example. Go through each of the steps listed on the assignment. You may choose to write the answers down or just go over them verbally.  Inform students that assignment may be prepared individually or with a partner. Explain that information will be expected to be retrieved only from reliable sources. Provide students with project rubric and thoroughly review all components so that students understand how their projects will be assessed. Provide due date within three class periods.  Review project rubric, Career Investigations Rubric, so that students are aware of assessment procedures.  Assist students with research. Keep students focused and on task.  *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 * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work independently or with a partner researching and collecting data for their assignment. At the end of each class period, have each student or group give a brief status report on their assignment or complete an exit slip of two to three sentences about the status of the report. Students will complete their assignments and begin presentations.  *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 * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  Students will make presentation to the class.  Complete graphic organizers, KWL – Education and Training, KWL – Hospitality and Tourism, and KWL Chart – Human Services, to analyze what they have learned from their investigation of career and education opportunities.  Have students engage in a discussion about the careers researched. Ask the following questions:   * Have you learned new information that has changed your view about a particular career? * What did you learn about this career that you didn’t know before? |
| **Summative/End of Lesson Assessment \*** | Student presentations/projects will be assessed with Career Investigations Rubric provided during Guided Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * O\*NET Resource Center, the nation’s primary source of occupational information.   Use this site to download the O\*NET database, career exploration tools, job analysis questionnaires, employer guides, and technical reports. [www.onetonline.org](http://www.onetonline.org) |
| **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 * [www.flashcarddb.com](http://www.flashcarddb.com)(career cluster test and journey to careers vocabulary) |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Students may read the latest issue of Occupational Outlook Quarterly to find out the most up-to-date information about employment.<http://www.bls.gov/opub/#ooq>  Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading. |
| **Quotes** | Don’t limit yourself. Many people limit themselves to what they think they can do. You can go as far as your mind lets you. What you believe, you can achieve. **-Mary Kay Ash**  We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself. **-Lloyd Alexander** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If I could choose any profession, I would choose \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I think a good career choice for me is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategies:**   * RAFT (Role, Audience, Format, and Topic) writing strategy:   + Role: Student   + Audience: Other students   + Format: Compare / Contrast   + Topic: Pick two careers within a cluster |
| **Communication**  **90 Second Speech Topics** | * Ways to plan for your future * Ways to learn about careers |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students can create flyers and other advertisements to promote the mini career day described in the Service Learning Project component. Students can also help the teacher suggest individuals or careers within the community to invite to the career day. * Incorporate the handout Career Flowcharts within the lesson. |
| **Family/Community Connection** | Have students create a list of questions to interview their parents or family members about their career. Have them ask what the parent or family member did to prepare for the career. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>   * Power of One Project  A Better You – Improve personal traits. Students would work on qualities/characteristics identified as needing improvement   **STAR Events:**   * Career Investigation * Job Interview   **TAFE Events:**   * Job Interview |
| **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.servicelearning.org>  Possible idea:  Organize a mini career day with guests from each of the respective career clusters. |

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)