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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Science, Technology, Engineering, and Mathematics | |
| **Course Name** | Practicum in Science, Technology, Engineering, and Mathematics | |
| **Lesson/Unit Title** | Career Pathways | |
| **TEKS Student Expectations** | **130.418. (c) Knowledge and skills**  (4) The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:  (B) employ verbal skills when obtaining and conveying information;  (E) interpret verbal and nonverbal cues and behaviors to enhance communication;  (F) apply active listening skills to obtain and clarify information; and  (G) use academic skills to facilitate effective written and oral communication.  (5) The student demonstrates technical knowledge and skills required to pursue a career in a science, technology, engineering, and mathematics career field. The student is expected to:  (A) develop advanced technical knowledge and skills related to the student's occupational objective; and  (B) evaluate strengths and weaknesses in technical skill proficiency. | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Define Career Pathways. * Identify the 16 Career Pathways – Programs of Study. * Research Income and Job Growth Projections 2011 – 2020. * Determine individual Career Pathway. * Determine Career Pathways Resources. * Develop Career Pathway Research Presentation. * Determine College or University of Choice. * Develop College or University of Choice Research Presentation. * Determine Companies of Interest. * Develop Companies of Interest Research Presentation. | |
| **Rationale** | Upon completion of this lesson, each student will demonstrate they have learned about the various Career Pathways adopted by the federal government, explore a career of interest, research a college of choice, choose companies of interest to work for after graduating from college, and match the criteria in the three presentation rubrics. | |
| **Duration of Lesson** | This lesson should take six days (270 minutes) to complete.   * Days one through two - What are the Career Pathways? Career Pathway Research (90 minutes) * Days three through four- Career Pathways Resources and Career Pathway Presentation (90 minutes) * Days five through six - College or University of Choice Presentation and Companies of Interest Research Presentation (90 minutes) | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Career Pathways -** a workforce development strategy used in the United States tosupport workers’ transitions from education into and through the workforce. * **Programs of Study -** an academic and career plan developed by your school to helpmove you towards a college and career path. * **Bureau of Labor Statistics (BLS) -** a United States government agency that produceseconomic data that reflects the state of the United States’ economy. This data includes the Consumer Price Index (CPI), the unemployment rate, and the Producer Price Index (PPI). * **Department of Labor (DOL) -** a United States government cabinet body responsible forstandards in occupational safety, wages and number of hours worked, unemployment insurance benefits, re-employment services, and a portion of the country's economic statistics. * **O**\***NET Online -** isthe Occupational Information Network (**O**\***NET**). It is a free onlinedatabase that contains hundreds of occupational definitions to help students, job seekers, businesses, and workforce development professionals to understand today's world of work in the United States. | |
| **Materials/Specialized Equipment Needed** | * Handouts for each student * Career Pathways Terms and Definitions * Note Taking Form * Activity 1 – My Career Pathway * Activity 2 – Career Pathway Presentation * Activity 3 – College or University of Choice Presentation * Activity 4 – Companies of Interest Research Presentation * Supplies listed in each activity * Pencils and pens * Computer and Internet access for teacher and students * Projector (for digital presentation) | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * **Say-** During this lesson you will learn about Career Pathways. You will explore the various Career Pathways adopted by the federal government, choose a Career Pathway of interest, research a college of choice, and choose companies of interest to work for after graduating from college. * **Say-** To achieve your Career Pathway success, you must choose the best career, college, and company paths and make a commitment to them, while remaining flexible enough to deal with changes and new opportunities. * **Ask-** Why do you think it is necessary to understand what Career Pathways are? * **Say-** You will research and create presentations for your Career Pathway, College or University of Choice, and Companies of Interest, which will guide you into establishing a solid career foundation. * **Show-** Career Pathways slide presentation | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| Days 1-2  I. Introduce Career Pathways  A. Objectives  B. What are Career Pathways?  C. Programs of Study  D. Career Pathway Research  II. Activity 1 - My Career Pathway  Day 3-4  III. Career Pathways Resources  A. Bureau of Labor Statistics  B. Department of Labor  C. O\*NET Online  IV. Activity 2 - Career Pathway Research Presentation  Day 5-6  IV. College or University of Choice  A. Research a college or university  B. Create and deliver presentation  V. Activity 3 - College or University of Choice Research Presentation  VI. Companies of Interest  A. Research 10 companies of interest  B. Create and deliver presentation  VII. Activity 4 – Companies of Interest Research Presentation  VIII. Assessment - Daily Activities | * Begin the Career Pathways slide presentation. Students will use Note Taking Form handout to take notes. * Distribute handouts and have students read and discuss them. * Days 1-2 refer to slides 1-9. * Students will participate in group discussions and complete class activities. * Days 3-4 refer to slides 10-11. * Days 5-6 refer to slides 12-15. |
| **Guided Practice \*** | * The teacher will present the Career Pathway 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 Career Pathway 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 Career Pathways. * Students will design a Career Pathway Research Presentation. * Students will determine their college or university of choice. * Students will design a College or University of Choice Research Presentation. * Students will determine their companies of interest. * Students will design a Companies of Interest Research Presentation.   *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 Career Pathways, college or university choices, and companies of interest, which students are able to determine in high school. It is important for students to begin researching their Career Pathways and other methods to serve as a roadmap to their success in life. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * The teacher monitors during activities to check for understanding.   **Formal Assessment**   * Daily grade on activities based on rubrics.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). | |
| **References/Resources/**  **Teacher Preparation** | * Webster’s new compact office dictionary (2003). New York, NY: Houghton Mifflin Harcourt Publishing Co. * 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. | |
| **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 Career Pathways, college or university choices, and companies of interest in high school. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Techology Student Association | |
| **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)