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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Arts, A/V, Technology & Communications |
| **Course Name** | Practicum in Printing and Imaging Technology |
| **Lesson/Unit Title** | Career Pathways |
| **TEKS Student Expectations** | **§130.113. (c) Knowledge and Skills**(1) The student demonstrates professional standards/employability skills as required by business and industry.(A) The student is expected to identify and participate in training, education, or certification to prepare for employment(B) The student is expected to identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment(C) The student is expected to demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities(2) The student applies academic knowledge and skills in printing and imaging projects. (A) The student is expected to apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents(3) The student implements advanced communications strategies. (A) The student is expected to adapt language such as structure and style for audience, purpose, situation, and intent |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | 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. |
| **Rationale** | Texas high school graduation requirements have students select endorsements or clusters for high school classes. Students need to take time to learn how those career classes and training can help them in their future livelihood.  |
| **Duration of Lesson** | Six days or 270 minutes* 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)
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| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Career Pathways -** aworkforce development strategy used in the United States to support workers’transitions from education into and through the workforce.
* **Programs of Study -** an academic and career plan developed by your school to help move you towardsa college and career path.
* **Bureau of Labor Statistics (BLS) -** a United States government agency that produces economic datathat 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 for standards inoccupational 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 online database thatcontains 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.
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| **Materials/Specialized Equipment Needed** | **Instructional Aids*** *Career Pathways* slide presentation and notes
* *Note Taking Form* handout

**Materials Needed*** Handouts for each student
	+ *Career Pathways Terms and Definition*
	+ *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

**Equipment Needed*** Computer and Internet access for teacher and students
* Projector (for digital presentation)
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Ask and discuss: *Why do you think it is necessary to understand Career Pathways? Where are you on YOUR Career Pathway?* |
| **Direct Instruction \*** | **OUTLINE****Days 1-2**1. Introduce Career Pathways
	1. Objectives
	2. What are Career Pathways?
	3. Programs of Study
	4. Career Pathway Research
2. *Activity 1 - My Career Pathway*

**Day 3-4**III. Career Pathways Resources1. Bureau of Labor Statistics
2. Department of Labor
3. O\*NET Online

IV. *Activity 2 - Career Pathway Research**Presentation***Day 5-6**IV. College or University of Choice* 1. Research a college or university
	2. Create and deliver presentation
1. *Activity 3 - College or University of Choice Research Presentation*

VI. Companies of Interest1. Research 10 companies of interest
2. Create and deliver presentation

VII. *Activity 4* *–* *Companies of Interest**Research Presentation*VIII. Assessment = Daily Activities*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 \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** 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.
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** 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*.
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| **Lesson Closure** | Group discussion, research items added to student portfolios, peer evaluation and review |
| **Summative/End of Lesson Assessment \***  | * Activities 1, 2, 3,4 and use of rubrics/grading

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:***Accommodations for Learning Differences:** 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** | * 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.
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| **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) | Guest speaker presentation from a career counselor to discuss the importance of career choices.  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **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)