|  |
| --- |
| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections & Security |
| **Lesson/Unit Title** | Employment Skills in LPSCS |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**(2) The student demonstrates professional standards as required by business and industry.(B) The student is expected to demonstrate positive work behaviors and attitudes such as punctuality, time management, initiative, and cooperation(C) The student is expected to accept constructive criticism(F) The student is expected to describe professional standards in law, public safety, corrections, and security careers such as dress, grooming, and personal protective equipment as appropriate |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** |

|  |
| --- |
| The students will be able to: |
| 1. Demonstrate positive work behaviors and attitudes |
| 2. Accept constructive criticism |

 |
| **Rationale** | Workers in law, public safety, corrections, and security need to learn the skills and personal qualities important to employers and ways to demonstrate these qualities in order to be successful in their jobs. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Productivity – a worker’s output
* Judgment – thinking about a problem and making the right decision
* Punctuality – being on time
* Cooperation – getting along with others; willingness to work well with others to reach a common goal
* Enthusiasm – eagerness or a strong interest in something
* Honesty – refusal to lie, steal, or mislead in any way
* Loyalty –believing in and being devoted to something; not criticizing; being proud ofwhat you do and where you work
* Attitude – your basic outlook on life; your way of looking at people and the world
* Self-esteem – recognition and regard for yourself and your abilities
* Assertive – direct, honest, and polite
* Professionalism – the ability to handle problems, criticism, and pressure gracefully andmaturely
 |
| **Materials/Specialized Equipment Needed** | * Employment Skill Assessment handout
 |
| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Students should have a basic understanding of LPSCS careers. Ask students to name some careers and explain the job duties. |
| **Direct Instruction \*** | Use the Outline for direct instruction and have students take notes.I. Performance ExpectationsA. Productivity1. Equally important in jobs that produce goods and services2. A day’s work for a day’s payB. Quality of work1. How well a job is done2. Poor quality cancels out high productivityC. Good judgmentD. Safety consciousness1. Know how to do your job (training and education)2. Perform the way you have been trained3. Learn and follow established safety rulesE. Care of equipment1. Use properly to protect your employer’s investment2. Maintain as requestedII. Work Habit and Attitude ExpectationsA. Attendance and punctualityB. Cooperation1. Professionalism2. Accept criticisma) Performance evaluations1) Rate job performance, work habits, and attitudes2) Determine pay raises and promotionsb) Constructive criticism1) Addresses behavior (not attitude)2) Is offered immediately3) Includes positive points4) Offers actions to solve problems5) Is usually given in private3. Avoid gossip4. Manage stressa) Set prioritiesb) Practice self-management5. Control angera) Take a deep breath and count to 10b) Define the problemc) Evaluate solutionsd) Take action5. Interest and enthusiasm6. Positive attitudea) Rarely complainb) Admit mistakesc) Defines how others perceive youd) Controls your reactions to problemse) Determines how you get along with coworkersf) Draws customersC. HonestyD. Loyalty1. Be positive2. Look for solutions3. Voice complaints in private4. Be a team playerE. Self-management1. Set career goals2. Monitor work habits and performance3. Ask for feedbackF. Self-esteem1. Overcome doubta) List abilities and successesb) Set reachable goals and work to achieve themc) Positive self-talk2. Learn and grow from mistakesa) Accept that you will make mistakes; everyone doesb) Accept responsibility for your mistakesc) Help to make things rightd) Forgive yourself and move on3. Be assertivea) Friendly, outgoing, and respectfulb) Not arrogant*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 \*** | Employment Skill Assessment:Have students complete the Employment Skill Assessment handout. Once completed, have students get into groups of three. Students should review their own handouts and discuss with others how they could strengthen these skills. Use the Discussion Rubric for assessment.*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 \*** | *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** |  |
| **Summative/End of Lesson Assessment \***  | * Employment Skills Quiz and Key
* Discussion Rubric
* Individual Work Rubric
* Writing Rubric

*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 DifferencesFor reinforcement, the students will match Employment Skills Key Terms to definitions using handouts prepared for them. Use the Individual Work Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | * *Succeeding in the World of Work*, Kimbrell, McGraw-Hill, 2008.
* *Working, Bailey*, South-Western, 2007.
 |
| **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) |  |
| **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)