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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 Pathways |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills**  (2) The student investigates career pathways in one or more of the 16 career clusters.  (A) The student is expected to research the academic requirements for one or more of the careers in an identified cluster  (3) The student investigates the professional skills needed for college and career success  (A) The student is expected to apply core academic skills to meet personal, academic, and career goals  (4) The student investigates labor market information.  (A) The student is expected to analyze national, state, regional, and local labor market information  (C) The student is expected to analyze the effects of changing employment trends, societal needs, and economic conditions on career planning |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  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.  **Specific Objectives**   * Define the Career Pathways * Identify the 16 Career Pathways – Programs of Study * Research Income and Job Growth Projections 2015 – 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** | Career Pathways act as a personal GPS system for individuals to find their way to high demand, high wage, and/or high skill careers. Because today’s workplace expectations are more defined, today’s job seeker cannot rely on a generalist approach to their future career. Individuals seeking gainful employment need to possess a high level of career knowledge, so they can make informed decisions when choosing a career direction. This lesson will help you conduct the career exploration and research needed to help you discover your career pathway destination beyond high school. |
| **Duration of Lesson** | 5-6 Days |
| **Word Wall/Key Vocabulary**  (ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5) | **Terms**   * **Career Pathways -** a workforce 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 youtowards a 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. |
| **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 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   **Equipment Needed**   * 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 \*** | **Days 1-2**: Refer to Career Pathways Slides 1-9   1. Introduce Career Pathways    1. Objectives    2. What are Career Pathways?    3. Programs of Study    4. Career Pathway Research    5. Activity 1 – My Career Pathway   **Days 3-4**: Refer to Career Pathways Slides 10-11   1. Career Pathways Resources    1. Bureau of Labor Statistics    2. Department of Labor    3. O\*NET Online    4. Activity 2 – Career Pathway Research Presentation   **Days 5-6**: Refer to Career Pathways Slides 12-15   1. College or University by Choice    1. Research a college or university    2. Create and deliver a presentation    3. Activity 3 – College or University of Choice Research Presentation 2. Companies of Interest    1. Research 10 companies of interest    2. Create and deliver presentation    3. Activity 4 – Companies of Interest Research Presentation 3. Assessment = Daily Activities   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). |
| **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. |
| **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. |
| **Lesson Closure** | There are several Career Pathways, college or university choices, and companies of interest, which students can 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 \*** | * Daily grade on activities based on rubrics. |
| **References/Resources/**  **Teacher Preparation** | **Reference**   * Webster’s new compact office dictionary (2003). New York, NY: Houghton Mifflin Harcourt Publishing Co. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English Language Arts and Reading, English I**  **110.31 (b)**   1. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: 2. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.   **Public Speaking, I, II, III**   * 1. **(b)**   (4) Organization. The student organizes speeches. The student is expected to:   * 1. apply knowledge of speech form to organize and design speeches;   2. organize speeches effectively for specific topics, purposes, audiences, and occasions;   3. choose logical patterns of organization for bodies of speech; and   4. prepare outlines reflecting logical organization. |
| **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)** | Business Professionals of America  Future Business Leaders of America |
| **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)