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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Principles of Information Technology |
| **Lesson/Unit Title** | Investigating IT Employment Opportunities |
| **TEKS Student Expectations** | **130.302. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to  (A) The student is expected to identify and demonstrate work behaviors and qualities that enhance employability and job advancement such as regular attendance, attention to proper attire, maintenance of a clean and safe work environment, pride in work, flexibility, and initiative  (B) The student is expected to employ effective verbal and nonverbal communication skills  (C) The student is expected to employ effective reading and writing skills  (D) The student is expected to solve problems and think critically  (2) The student identifies various employment opportunities in the IT field.  (A) The student is expected to identify job opportunities and accompanying job duties and tasks  (B) The student is expected to research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals  (C) The student is expected to describe the functions of resumes and portfolios. |
| **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:   * Identify positive work behaviors and personal qualities that enhance a person’s employability. * Identify the steps in the job hunt/hiring process. * Describe the function of a résumé. * Describe the function of a portfolio. * Define Information Technology. * Identify the four career pathways in the IT field. * List types of jobs available within the IT field. * Use the Internet to research IT careers. * Identify types of job tasks and duties within the IT field. * Demonstrate knowledge of positive personal qualities and work behaviors. * Demonstrate knowledge of the hiring process. * Demonstrate knowledge of careers in the Information Technology field. |
| **Rationale** | Students need to be prepared to enter the IT employment career pathway in college since society is every evolving with technology. Students will explore types of IT careers, identify the tasks involved, and reflect on their own qualities that make them qualified. |
| **Duration of Lesson** | 7 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Investigating IT Employment Opportunities Notes Organizer * Activity #1-2 Instruction Sheet * Activity #3 Worksheet Form * Investigating IT Employment Opportunities Test * Investigating IT Employment Opportunities Test Answer KEY * Employment Traits Rubric Template   **Materials Needed**   * Poster-size paper & markers * Copies of organizer, instruction sheet, worksheet, and test   **Equipment Needed**   * Computer and projector for presentation * Computers for individual student use with Internet access and presentation software |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have students interview 3 adults (with different types of jobs) to find out the process by which they obtained their present employment positions. What were their education or training requirements? What steps were in the process, i.e. application, résumé, or interview?  SAY, “Have you ever gone to a store or a restaurant and the worker was rude to you?”  SAY, “Have you ever thought to yourself that if you were the boss at that place, you would fire that person?”  SAY, “What was it about that worker that made you think they were bad at his/her job or a bad employee? Was there something different (s)he could have done, another way (s)he could have behaved, or something (s)he could have said that would have changed your mind about him/her?” |
| **Direct Instruction \*** | **Lesson Keynotes**   1. Students will identify positive work behaviors and personal qualities that enhance a person’s employability 2. Brainstorming Group Activity: Arrange students in small groups with markers and a poster size sheet of paper. Have students share with each other their thoughts from the introduction above. Groups should make a list of “good worker” traits and “bad worker” traits. The groups should present the posters to the class.   Items to be included in the brainstorming activity/discussion:   1. Regular attendance 2. Promptness 3. Attention to proper attire 4. Maintenance of a clean and safe work environment 5. Appropriate voice 6. Pride in work 7. Flexibility 8. Open-mindedness 9. Initiative 10. Listening attentively to speakers 11. Willingness to learn new knowledge and skills 12. Reading and writing skills 13. Verbal and nonverbal communication skills 14. Problem solving skills 15. Critical thinking skills 16. Leadership skills 17. Effective team member 18. Rubric Building Activity: After students present the good and bad worker traits record some of the good traits in a list, and build a grading rubric (template supplied with lesson documents). Students should complete the rubric by giving themselves a rating on these traits according to their behavior in class. 19. Job Hiring Process Activity: Ask students to share with the class the information gathered from their interviews (listed above under the Learner section). 20. Students will identify the steps in the job hunt/ hiring process 21. Students will describe the function of a résumé 22. Students will describe the function of a portfolio 23. Students will define Information Technology 24. Students will identify the four career pathways in the IT field 25. Students will list types of jobs available within the IT field   NOTES: Explain the hiring process.  Hand out the Notes Organizer, 1 per student, to aid them in note taking.  Optional discussion points: the differences between an application and a résumé; differences between sitting at a fast food table for an interview and sitting at a conference table with a panel of interviewers.   1. Activity #1: Also listed in Guided Practice section below. 2. Hand out the Activity #1-2 instruction sheet. 3. Students will use the Internet to research IT careers   Students will identify types of job tasks and duties within the IT field. NOTE: Activity #2: Also listed in Guided Practice section below.   1. Hand out the Activity #3 worksheet. Students will complete it.   NOTE: Activity #3: Also listed in Independent Practice section below.   1. Students will complete the review activity listed below in the Summary section.   NOTE: Place the students in pairs or groups of three for this activity.   1. Students will complete the exam activity listed below in the Evaluation section.   NOTE: Students will do this individually. Answer key provided in lesson documents.  *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 \*** | **Activity #1**  Hand out the instruction sheet to the students. They will use the Internet at this website - [http://www.bls.gov/](http://www.bls.gov/%20) - to research IT careers and compile the information in a presentation slideshow.  Website with further information: <https://wit.twc.state.tx.us/WORKINTEXAS/wtx?pageid=APP_HOME&cookiecheckflag=1>  Job Postings at Work in Texas website  **Activity #2**  Instructions are included in the Activity #1 handout. Students will present their slideshow to the class.  *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 \*** | Activity #3: Students should fill out the worksheet for Activity #3.  *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** | In pairs, have students ask questions of each other from the lesson note organizers they filled out at the beginning of the lesson. |
| **Summative/End of Lesson Assessment \*** | **Activity #3**  Students should complete the form. Answers will vary.  **Exam**  IT Employment Opportunities (answer key provided)  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | <http://www.bls.gov/oco/ocos305.htm>  <https://wit.twc.state.tx.us/WORKINTEXAS/wtx?pageid=APP_HOME&cookiecheckflag=1> |
| **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) | **Enrichment Activity #1**  Assign each student two specific students in class to observe for a week and complete the “good worker” traits rubric form for these two students.  **Enrichment Activity #2**  Each student should use the Internet to research possible colleges that offer majors in the IT career field. They will need to find the college name, address, and cost of education/training needed to complete to obtain the career previously investigated. They should compile their information in a flyer/advertisement desktop publishing document.  **Enrichment Activity #3**  Add a third column to the Employment Traits Rubric to rank themselves on growth or improvement over the next three weeks. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) |
| **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)