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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** | Let’s Look at Professional Associations |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills**  (3) The student investigates the professional skills needed for college and career success. The student is expected to:  (D) identify professional associations affiliated with a career pathway |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the benefits of professional associations * Research professional associations affiliated with a specific program of study * Create an online poster for a professional association affiliated with a specific program of study |
| **Rationale** | In this lesson, you will learn the importance of joining a professional association. You will each create a brochure for a specific professional association that will showcase a specific professional association and focus the benefits it provides its members. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Advocacy:** The act or process of advocating or supporting a cause or proposal  **Learning community:** An ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts  **Networking:** The exchange of information or services among individuals, groups, or institutions  **Professional:** Exhibiting a courteous, conscientious, and generally businesslike manner in the workplace  **Professional association:** A non-profit organization seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (Be sure to follow district guidelines for internet access) * Light projector (Elmo)presenter/remote   **Materials:**   * Copies of handouts   **PowerPoint:**   * Let’s Look at Professional Associations   **YouTube:**   * Why Join a Professional Organization?<http://www.youtube.com/watch?v=TlzerhmOjbE> * Personal Learning Networks for Educators<http://www.youtube.com/watch?v=q6WVEFE-oZA>   **Graphic Organizer:**   * KWHL Chart Professional Associations   **Handouts:**   * Note taking – Let’s Take a Look at Professional Associations * Professional Associations and Organizations * Professional Association Glogster Assignment * Professional Associations Word Cloud * Rubric for Professional Association Glogster Presentation * Suggested Topics for Professional Association Glogster Assignment * Zip File Focus on Education and Training * Zip File Focus on and Tourism * Zip File Focus on Human Services * Examples of Education and Training, Hospitality and Tourism and Human Services Professional Associations * Education and Training Professional Associations and Organizations * Hospitality and Tourism Professional Associations and Organizations * Human Services Association and Organizations |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | As class begins, ask students to reflect back to the lesson on CTSOs. Ask the following review questions:   * What is a CTSO? * What are some examples of CTSOs on our campus? * What are the benefits of a CTSO? * How might an adult benefit from an organization similar to a CTSO? * What is an adult version of a CTSO? * Does anyone know of any professional organizations for adults to join? |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer, KWHL Chart – Professional Associations, and have students fill out the first two columns of the chart. Ask students to write down what they already know about professional associations such as American Association of Family and Consumer Sciences or Family and Consumer Sciences Teachers Association of Texas. The last column will be completed during lesson closure.  Distribute handout, Notetaking – Join in The Fun! and introduce PowerPoint, Join in The Fun! Students will be expected to take notes while viewing the slide presentation.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing students to take notes on SUCCESS word cloud * checking for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | Distribute handout, Professional Association Glogster Assignment. Inform students that project assignment may be prepared individually or with a partner. Explain that information will be expected to be retrieved only from reliable sources. Provide due date within 2 to 3 class periods.  Students will present summative information in an online presentation, Glogster at <http://edu.glogster.com/glogpedia/.> Analyze Professional Association Glogster Rubric so that students are aware of assessment procedures.  Assist students with research and presentation. Allow students to select one topic from the handout, Professional Association Glogster Assignment, list so that most or all topics are covered. Keep students focused and on task.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time for oral response * frequent feedback * check for understanding * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work independently or with a partner researching and collecting data for their assignment. At the end of each class period have each student or group give a brief status report on their assignment. Students will complete their assignments and begin presentations.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review objectives, terms, and definitions.  During research, end each class with each student or group giving a brief status report on the progress of their assignment.  Complete graphic organizer, KWHL Chart – Professional Associations, to analyze what they have learned from their investigation professional associations. |
| **Summative/End of Lesson Assessment \*** | Students will present summative information in an online presentation, Glogster at <http://edu.glogster.com/glogpedia/.> Analyze Professional Association Glogster Rubric given during guided practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Textbooks:**   * Kimbrell, G., & Vineyard, B. (2008). Succeeding in the world of work. Columbus, OH: Glencoe/McGraw-Hill. * Reynold, J. (2010). Hospitality services: Food and lodging. (2nd ed.) Tinley Park, IL: Goodheart-Wilcox Co., Inc.   **Website:**   * Professional Organizations An extensive list of professional associations specifically geared towards teachers created by the Brigham Young University’s School of Education. A great resource for the service learning project.<http://education.byu.edu/ted/professional.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Allow students to take notes on success word cloud * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Print and distribute the following article, It’s All About Who You Know: Networking to Get a Job, from Fox Business: <http://www.foxbusiness.com/personal-finance/2011/04/25/know-networking-job/.> |
| **Quotes** | The whole object of education is…to develop the mind. The mind should be a thing that works. **-Sherwood Anderson**  Live as if you were to die tomorrow. Learn as if you were to live forever. **-Mahatma Gandhi**  Education is the most powerful weapon which you can use to change the world. **-Nelson Mandela**  The mind is not a vessel to be filled, but a fire to be kindled. **-Plutarch**  Whatever parts of us we choose to use, we all share something in common: a need to find our way in the Maze and succeed in changing times. **-Dr. Spencer Johnson, *Who Moved My Cheese*** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Describe the benefits of joining a professional association. * Compare and contrast CTSOs and professional associations.   **Writing Strategies:**   * RAFT ACTIVITY:   + - Role: Professional     - Audience: Colleague     - Format: Persuasive     - Topic: Joining a professional association |
| **Communication**  **90 Second Speech Topics** | * Summarize the benefits of joining a professional association. * Select a professional association and describe it in detail. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students create fliers to advertise the information at a faculty and staff event as described in the Service Learning Project section of this lesson. Students could also create PowerPoint presentations to show during the session. |
| **Family/Community Connection** | Have students ask their parents, family members or teachers if they are members of any professional associations. If so, have students ask questions about the organization and report to the class the next day. |
| **CTSO connection(s)** | **Family, Career and Community Leaders of America (FCCLA)**<http://texasfccla.org>  **STAR Events:**   * Chapter Showcase Display * Environmental Ambassador * Leadership   SkillsUSA<http://skillsusa.org>  **SkillsUSA Events:**   * Outstanding Chapter * TeamWorks |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Possible idea: Have students set up an information night for faculty and staff members to learn more about joining professional associations. Students could invite representatives of organizations to speak at the information night to provide faculty and staff members with more insight into their organization. |

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)