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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Arts, AV Technology, & Communications | |
| **Course Name** | Practicum in Commercial Photography | |
| **Lesson/Unit Title** | Career Exploration | |
| **TEKS Student Expectations** | **130.114. (c) Knowledge and skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in training, education, or certification for employment;  (B) demonstrate positive work behaviors and personal qualities needed to be employable;  (C) demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills.  (2) The student applies academic knowledge and skills in commercial photography. The student is expected to:  (A) apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents;  (B) apply mathematics knowledge and skills in accordance with industry standards to solve a problem.  (3) The student applies professional communications strategies. The student is expected to:  (A) adapt language for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information, data, and observations;  (D) present information formally and informally;  (E) apply active listening skills to obtain and clarify information;  (F) listen to and speak with diverse individuals;  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (4) The student understands and examines problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups;  (B) employ interpersonal skills in groups to solve problems.  (5) The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for commercial photography projects.  (10) The student develops career-building characteristics. The student is expected to:  (A) maintain and update portfolio to document information such as work experiences, licenses, certifications, and work samples;  (B) demonstrate skills in evaluating and comparing employment opportunities.  (11) The student is expected to employ planning and time-management skills to complete work tasks such as creating quotes and budgeting. The student is expected to:  (A) employ planning and time-management skills to complete work tasks;  (B) demonstrate skills in budgeting and creating quotes for freelance or contract projects. | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Identify the criteria necessary for a resume * Prepare a cover letter, resume, and letter of resignation * Evaluate their career readiness by using the O\*NET web site | |
| **Rationale** | This lesson helps students explore various careers in Photography. Upon completion of this lesson, the student will investigate O\*NET to prepare for a future career. | |
| **Duration of Lesson** | This lesson should take 7-9 days. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **O\*NET**: a free website that contains hundreds of occupation specific careers. It helps to evaluate or investigate career options. * **Resume**: a document that is used to “sell” applicant’s abilities to prospective employers. * **Cover Letter**: serves as an “introduction” of the applicant and gives an overview of qualifications. * **Letter of Resignation**: formal advance notice of intent to leave current position. * **Basic Skills**: entry level; basic math and writing knowledge; little or no experience. * **Advanced Skills**: more direct knowledge; complex math and writing abilities; experience handling complex situations; analytical skills; a track record of successes; leadership skills; may have advanced computer knowledge of software applications. | |
| **Materials/Specialized Equipment Needed** | **Materials Needed:**   * Printer paper * Notebook paper * Flash drive (optional for students to save their work)   **Equipment Needed:**   * Computers (for students to complete projects) * Projector (for digital presentation) * Internet Access   **Instructional Aids:**   * Portfolio * “Would YOU Hire YOU?” Student Outline Fill-in Notes * O\*NET Scavenger Hunt * O\*NET Scavenger Hunt Answer Key * O\*NET, Part II Activity * Career Project * Rubric for Career Project (Resume, Cover Letter, Letter of Resignation) * Rubric for Career Project (overall project) * 140 Words! Activity * Internet access | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask students to list their strengths and weaknesses on a sheet of notebook paper. Tell them to be honest! * Now break the class into pairs. Have them examine the strengths and weaknesses of each other. Tell them to look at their lists, compare it to the list their partners made and put a check mark beside the trait if they agree. Are the lists similar or different? Tell them to save these papers for future use. (Take about 10 minutes for this activity.) | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Objectives – upon completing this lesson, the student learner will be able to:  a. Investigate the O\*NET website  b. Assess necessary skills for employment  c. Compare one’s skills with job requirements  d. Probe techniques that prospective employers use in the hiring process  e. Scrutinize possible questions interviewers may ask on an interview  II. O\*NET  a. What is O\*NET and how can I use it?  i. Free; contains hundreds of occupation specific careers  ii. Helps to evaluate or investigate career options  III. Questions  a. How many times does the average person change jobs in a lifetime?  b. What is the difference between entry-level and advanced-level skills?  c. What purpose does the resume serve?  d. Why is a cover letter important?  e. How is social media used in the job search process? | * DO: Read these objectives out loud and have students copy them onto their Student Notes Handout. * O\*NET is the nation’s primary FREE source of occupational information, which contains hundreds of occupation specific career descriptions. This site may be used throughout your life in the event you decide to change jobs. * There are surveys, which will lead to career options so students can investigate career options and evaluate career expectations. * Have students write the website on their Student Note Sheet under the proper section. * Click on the links so the students can see what you are referring to. Explain that there will be an opportunity later during this unit to further investigate O\*NET. * ASK: these questions one at a time. Then, tell the class this lesson will uncover the answers. They will need to record their answers on their Student Notes sheet. * You may want to check out videos that help with job searches. There are several titles posted. Be careful about watching independent videos because some of them are satires and give erroneous tips. * There are professional forms of social media that allow people to form connections for networking purposes to aid in the job search. Also, those in your network can “recommend” you as their comments stay in your profile. * People in your network can also send your resume and profile information to others, which enhances your chance to land that interview. * Always keep your professional social media accounts updated. You never know who is reviewing your information! You may even get a job offer when you aren’t even looking! Be sure any comments you make, especially on professional social media websites are positive! * SAY: It costs an average of $3,400 to hire a new employee. For that reason, many companies are using “Screening Systems” to extract names of likely candidates. Once an applicant makes it past the screening system, a recruiter reviews the applicant’s data and then has him or her complete a questionnaire about their skills. If the applicant’s skills are compatible with the job, then the recruiter schedules either a live, in-person, or automated phone interview. * BIG TIP: Make sure you use key words from the job description in your resume when you can. Post the dates of employment or education on the right margin of your resume because most screen systems cannot read numbers on the left margin. * QUESTION: Does anyone have a personal webpage? * QUESTION: What sort of categories or postings should you have on your personal webpage? (List on the board, if possible.) * Possible answers may include: interests, hobbies, videos, pictures, personal philosophy, samples of work, recommendations, etc. * SAY: O\*NET is the nation’s primary FREE source of occupational information which contains hundreds of occupation-specific career descriptions. * SAY: Entry-level skills are very basic, such as simple math, basic reading and writing skills, and possibly basic computer skills. |
| **Guided Practice \*** | * The teacher will explain the procedure for career exploration and resume preparation using O\*NET. The teacher will give students the Student Notes Outline to fill in while the teacher presents the material. * Introductory Sponge Activity: The teacher will divide the class into partners and instruct them to develop a list of strengths and weaknesses of each other. Then, students will draw up a list of what they consider to be their own strengths and weaknesses. Then, they will compare findings and discuss (approximately 10-15 min.). | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Would You Hire YOU?” Students’ Notes Handout: Students will be given opportunities to fill in the blanks as the instructor presents the material. The instructor has the discretion to use this as a daily grade or a completion grade. * O\*NET Scavenger Hunt: Students will be given a worksheet to complete while searching for required information using the O\*NET website. The purpose of this activity is to help students to familiarize themselves with O\*NET. An answer key is provided. The teacher should go over the answers and discuss the material. The teacher is encouraged to refer to O\*NET often. * O\*NET Part II: Students will answer questions pertaining to personal interests. No key or rubric is required. This is intended as a completion grade. * Career Project: This is a very in-depth assignment. Students will use O\*NET to research at least three careers. Then, write a paper reflecting their research and career choices. Upon completion of part 1, students will type a resume, cover letter, and letter of resignation using examples found on the Internet. Students will also prepare a multimedia presentation, which includes things such as, what to wear on a job interview. Rubrics are provided for this activity. A summary sheet is provided as a checklist to make sure students have met all requirements for the activity. This sheet may be turned in to the instructor for grading purposes, if desired. | |
| **Lesson Closure** | * Q. What is O\*NET? * A. O\*NET is the nation’s primary FREE source of occupational information, which contains hundreds of occupation-specific career descriptions. * Q. What is the difference between entry-level and advanced level skills? * A. Entry-level skills are very basic skills, such as basic math, reading and writing skills, and basic computer skills. Advanced skills require more training. Examples are: difficult math calculations, interpersonal skills, specific software applications, leadership skills, managerial experience, etc. * Q. What purpose does the resume serve? * A. The resume is basically your life on paper or when submitted on a computer, your professional profile. * Q. Why is a cover letter important? * A. The cover letter is used to “introduce you and give an overview of your skills.” * Q. How is social media used in the job search process? * A. Social media is becoming a valuable tool for both recruiters and job seekers. It’s more economical and direct than using classified ads or personnel agencies. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment:**   * Instructor will observe students during guided practice and independent practice. * Instructor will assist students as needed.   **Formal Assessment:**   * Answer Keys have been provided for the following independent practice assignments: * “Would You Hire YOU?” Student Notes Handout * O\*NET Scavenger Hunt * \*\*O\*NET Search: Part II is a completion grade; therefore, no rubric or key is provided.   Use the rubrics included to evaluate the following independent practice assignment:   * Career Project (two rubrics; one for resume, cover letter, and letter of resignation and one for project presentation) | |
| **References/Resources/Teacher Preparation** | * O\*NET (<http://www.onetonline.org>) * Social media sites * Job search sites | |
| **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) | * Students will present their career projects to the class. * A rubric is provided for this activity * “What a Character!” * Students will write their resume in a social media format, using only 140 characters. Hint: They can do a word count, using the Review Tab in the word processing software, then select “word count.” Have the students send their resume to their classmates using some form of social media. * A rubric is provided for this activity. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association | |
| **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)