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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections, and Security |
| **Lesson/Unit Title** | Career Pathways -Practicum in Law, Public Safety, Corrections, and Security |
| **TEKS Student Expectations** | **130.342 (c). Knowledge and Skills**  (5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information.  (B) The student is expected to employ verbal skills when obtaining and conveying information  (C) The student is expected to access information sources for occupational tasks using technical materials and informational texts such as Internet websites  (E) The student is expected to interpret verbal and nonverbal behaviors to enhance communication  (G) The student is expected to use academic skills to facilitate effective written and verbal communication such as emails, texting, and written documents |
| **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 what Career Pathways are. * Identify the 16 Career Pathways – Programs of Study. * Research Income and Job Growth Projections 2011 – 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** | Students should be aware of the abundance of jobs available in Law, Public Safety, Corrections, and Security. |
| **Duration of Lesson** | This lesson should take six days (270 minutes) to complete.   * Days one through two - What are the Career Pathways? Career Pathway Research (90 minutes) * Days three through four- Career Pathways Resources and Career Pathway Presentation (90 minutes) * Days five through six - College or University of Choice Presentation and Companies of Interest Research Presentation (90 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Career Pathways -** aworkforce 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 you towardsa 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 (Coming Soon) * *Note Taking Form* handout (Coming Soon)   **Materials Needed**   * Handouts for each student (Coming Soon) * 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 (Coming Soon) |
| **Direct Instruction \*** | **Day 1 and 2**   1. Introduce Career Pathways 2. Objectives 3. What are Career Pathways? 4. Programs of Study 5. Career Pathway Research 6. Activity 1- My Career Pathway   **Day 3 and 4**   1. Career Pathways 2. Bureau of Labor Statistics 3. Department of Labor 4. O\*NET Online 5. Activity 2- Career Pathway Research Presentation   **Day 5 and 6**   1. College or University of Choice 2. Research a college or university 3. Create and deliver presentation 4. Activity 3- College or University of Choice Research Presentation 5. Companies of Interest 6. Research 10 Companies of interest 7. Create and deliver presentation 8. Activity 4- Companies of Interest Research Presentation 9. Assessment-Daily Activities   *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 \*** | * 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.   *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 \*** | * 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*.   *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** | There are several *Career Pathways*, college or university choices, and companies of interest, which students are able to 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.  *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** | *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin Harcourt PublishingCo. |
| **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) | 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)** | 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)