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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government |
| **Lesson/Unit Title** | Training Station Orientation/Capstone Project |
| **TEKS Student Expectations** | **130.210. (c) Knowledge and skills**  (6) The student documents knowledge and skills attained in the practicum. The student is expected to:  (A) update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor |
| **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:  1. Demonstrate thorough knowledge of their workplace  2. Learn and/or reinforce basic knowledge of their respective training stations  3. Demonstrate an understanding of what is expected from their training sponsors  4. Compile information and build a multi-media presentation  5. Communicate their knowledge orally to their peers  6. Interview employer or owner to obtain necessary information  7. Obtain company information from employee handbooks or trade  journals |
| **Rationale** | Each place of employment has specific training requirements. Awareness of the requirements and the ability to demonstrate that awareness are essential to students’ success. |
| **Duration of Lesson** | 8 to 10 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Portfolio |
| **Materials/Specialized Equipment Needed** | * Training Station Orientation handout * Computer with Internet access * Paper for the essay * Camera or phone with camera * Flash drive * Computers (for the students to complete the project) * Scanner to scan pictures or materials brought to class * Portfolio handout (for review) * Presentation Rubric * Essay Rubric * Individual Rubric * Discussion rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask students to recall their first day on the job. (For some, this may take some thought since they have worked at their training stations for some time.) Ask students how much they know about the training stations where all the class members work. Explain that even though some students have worked at their job for quite some time, there is still information to be learned.  Share some of the jobs you have had prior to your current teaching position. Explain some of the positive experiences you obtained on your previous jobs that helped you move forward. Explain to the class that there is little chance that they will stay with their current employers for their entire careers. For that reason, it is important to learn as much as possible in order to use that knowledge to get ahead on future employment ventures. Use Discussion Rubric for assessment. |
| **Direct Instruction \*** | Discuss the following questions:   * Why do customers see a different perspective of a business operation that that of the employees? * Why is it important to learn as much as possible about the business establishment? * Why are procedures established and expected to be followed? Use the Discussion Rubric for assessment.   *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 \*** | **Key Points**   1. Directions    1. The packet of information must be completed by interview, website, or handbook    2. Minimum of 12 digital photos    3. Floor plan may be scanned 2. Grading    1. Completion of packet    2. Multi-media presentation    3. Pictures    4. Professionalism during presentation   III. Presentation must have   1. Name and Logo 2. Floor plan 3. Policies/procedures 4. Company history 5. Supervisor’s or owner’s previous experience 6. Site of company 7. Organizational chart 8. Inclusion: 3,2,1   IV. Layout format must be followed  *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 \*** | Training Station Orientation Project – Review the requirements for this project using the Training Station Orientation handout. (Note: Strongly encourage students to take the assignment packet to their job sites so their employers will know about the activity.) Ask students to “map” out their plan using a Mapping Tool from the Appendix of this document. Give some ideas to students during the brainstorming session before the end of the first class period.  Have the students work at their own pace to complete this project. Ideally, all work will be completed in class to allow you to check for understanding. Strongly encourage the students to take ownership of this activity and to establish a workable pace in order to complete it on time. Remind the students to prepare to present their projects to the class. Use the Individual Work Rubric and the Presentation Rubric for assessment.  *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** | What knowledge is essential for competency at the workplace?  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative/End of Lesson Assessment \*** | * Discussion Rubric * Essay Rubric * Individual Work Rubric * Presentation Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, discuss the following questions:   * Why do customers see a different perspective of a business operation that that of the employees? * Why is it important to learn as much as possible about the business establishment? * Why are procedures established and expected to be followed?   Use the Discussion Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** |  |
| **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) | The students will write an essay describing their first day on their job. Use the Essay Rubric for assessment. |
| **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)