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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 – Middle School |
| **Lesson/Unit Title** | Investigating Careers - Sign Me Up! |
| **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:  (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;  (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;  (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:**   * Discuss various curricular and extracurricular activities * Examine career preparation provided through curricular and extracurricular activities * Compare and contrast extended learning experiences * Explore Career and Technical Student Organizations – FCCLA, TAFE and SkillsUSA |
| **Rationale** | How many of you belong to a school related curricular or extra-curricular club or organization? What types of activities do you participate in those clubs? Actively participating in these types of organizations and activities help you learn many skills that employers are looking for. These are called transferable skills. Aside from being fun or competitive, curricular, and extra-curricular activities are also useful in preparing you for the “real world!” |
| **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)* | **Apprenticeship:** One bound by indenture to serve another for a prescribed period with a view to learning an art or trade  **Curricular:** Activities that are connected to the regular curriculum or program of courses and may carry academic credit  **CTSO:**  Acronym for Career and Technology Student Organization. Examples of CTSO’s include FCCLA, SkillsUSA and TAFE  **Externship:** A training program that is part of a course of study of an educational institution and is taken in private business  **Extra-curricular:** Outside the regular curriculum or program of courses and usually carrying no academic credit  **Internship:** Any official or formal program to provide practical experience for beginners in an occupation or profession  **Organization:** An administrative and functional structure  **Practicum:** A course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory  **Professional Association:** A body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with Internet access * Presenter/remote   **Materials:**   * High school curricular and extra-curricular flyers and brochures * Middle school curricular and extra-curricular flyers and brochures * Copies of handouts   **PowerPoint:**   * Sign Me Up * FCCLA * SkillsUSA * TAFE   **Technology:**   * eTextbooks iPad Access the CourseSmart website using a custom-designed iPad application. This free app is a perfect complement to a CourseSmart service. <https://itunes.apple.com/us/app/etextbooks-for-the-ipad/id364903557?mt=8> * ScholarshipAdvisor   Search, match, save and share scholarships using this free app.<https://itunes.apple.com/us/app/scholarshipadvisor/id582677283?mt=8>   * Student Clicker Socrative app –  Socrative brings smart clickers, student response and ease of use to a whole new level. Be engaged for the entire class with educational exercises and games. See all your classmates’ ideas in real time and interact with the responses using this free app.<https://itunes.apple.com/us/app/student-clicker-socrative/id477618130?mt=8>   **Websites:**   * Career and Technical Student Organizations: A Reference Guide (3rd ed.) [www.thehighschoolgraduate.com/editorial/UStraining.htm](http://www.thehighschoolgraduate.com/editorial/UStraining.htm) * Distributive Education Clubs of America (DECA)<http://www.texasdeca.org> * Family and Community Leaders of America (FCCLA)<http://www.texasfccla.org> * National Center for Educational Statistics<http://nces.ed.gov/programs/coe/indicator_exa.asp> * Skills USA<http://www.skillsusa.org> * Texas Association of Future Educators<http://www.tafeonline.org>   **Graphic Organizer:**   * KWL Chart Curricular and Extra-Curricular Activities * KWL Chart – CTSOs   **Handouts:**   * Create a Bumper Sticker * CTSOs Word Cloud * Note taking – CTSOs * Note taking – Curricular and Extra-Curricular Activities * Self-Reflection – CTSOs * Self-Reflection – CTSOs Rubric * Student Profiles * 90 Second Speech Planner |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Gather promotional materials for extra-curricular activities available at your campus as well as materials for extra- curricular activities offered at your local high schools including Career and Technical Student Organizations (CTSOs) FCCLA, SkillsUSA and TAFE.  Additional SkillsUSA downloads are available at <http://www.skillsusa.org/educators/downloads.shtml> Post brochure and posters around the classroom for each organization. Arrange desks into four groups and place brochures, pamphlets, pens, and other materials in each group so that there is a FCCLA group, SkillsUSA group and TAFE group.  As class begins, tell the students to pick one group and begin to look over the materials and posters provided. Allow students to rotate groups every 10 minutes.  Ask the following questions:   * What extra-curricular activities are offered at our school/in our community? * How can students find out about extra-curricular activities? * How many of you participate in an extra-curricular activity? * Who would like to share why or what they get out of being a part of that group/team? * Why do people join organizations? * Do adults participate in extra-curricular activities? Why/Why not?   If time permits, allow students to personalize their CTSOs Word Cloud and place in their class folder/binder as a cover sheet for any other documents related to this lesson this lesson. |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Distribute graphic organizer, KWL Chart – CTSOs, and have students fill out the first two columns of the chart. Ask students to write down what they already know about CTSOs and what they want to know about CTSOs. The last column will be completed during lesson closure.  Distribute handouts, Notetaking – Curricular and Extra-Curricular. Instruct to take notes while viewing the slide presentation. Introduce PowerPoint, Sign Me Up! Thoroughly discuss the contents of each slide. Allow for student questions, comments, and concerns.  **Teacher Note:** Depending on which career cluster you are focusing on, or whether you are exploring Education and Training, Hospitality and Tourism and Human Services, Note-taking CTSOs and individual slide presentations for FCCLA, SkillsUSA and TAFE have been included for your use.  Distribute handout, Notetaking – CTSOs, and introduce PowerPoint(s), FCCLA, SkillsUSA, and TAFE. Discuss slides in detail. 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:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice \*** | **Before class begins:** Cut apart Student Profiles cards. Addition blank cards have been included in case you have a large class and need to add additional student profiles.  Divide class into subgroups and distribute one Student Profile card per team. Have team of students discuss contents of card and determine what curricular, extra-curricular or CTSO would meet the need of the profiled individual. More than one answer may be correct. After completing task, have teams share their card and findings with the class. Teams must be able to defend their decisions.  Option: Assign student to prepare and deliver a 90-second speech related to lesson. See 90-minute Speech Topics section below and 90 Second Speech Planner. Presentation of speeches can be given during Lesson Closure.  *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 * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Introduce Self-Reflection – CTSOs. Inform students that they will each be responsible for completing an individual reflection regarding their knowledge of extra-curricular activities, including the benefits of joining a CTSO, skills acquired through the organization, building a social network, engaging in new experiences and opportunities to compete.  Students will work independently completing their self-reflection. Review assignment rubric so that students are aware of assessment procedures.  *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 * providing extra time for oral response * 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.  Complete graphic organizers, KWL Chart – Curricular and Extra-Curricular Activities and KWL Chart – CTSOs to analyze what they have learned about CTSOs. |
| **Summative/End of Lesson Assessment \*** | Student self-reflections will be assessed with appropriate rubric.  *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** | **Websites:**   * Career and Technical Student Organizations: A Reference Guide (3rd ed.) This website gives background information on CTSOs [www.thehighschoolgraduate.com/editorial/UStraining.htm](http://www.thehighschoolgraduate.com/editorial/UStraining.htm) * Family and Community Leaders of America (FCCLA) This website gives information to advisors and students on how to start a new chapter, meeting dates, and competition rules and procedures.<http://www.texasfccla.org> * SkillsUSA This website gives information to advisors and students on how to start a new chapter, meeting dates, and competition rules and procedures.<http://www.skillsusa.org>   Texas Association of Future Educators This website gives information to advisors and students on how to start a new chapter, meeting dates, and competition rules and procedures.<http://www.tafeonline.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction.  Print, distribute, and discuss Extracurricular Activities from <http://kidshealth.org/teen/school_jobs/school/involved_school.html#.> |
| **Quotes** | When you knew better, you did better. **-Maya Angelou**  Leadership is understanding people and involving them to help you do a job. That takes all of the good characteristics, like integrity, dedication of purpose, selflessness, knowledge, skill, implacability, as well as determination not to accept failure. **-Admiral Arleigh A. Burke**  Don’t go through life, grow through life. **-Eric Butterworth**  You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do. **-Eleanor Roosevelt** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Compare and contrast two CTSOs. * How can actively participating in extra-curricular activities be beneficial?   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + - Role: Senior student     - Audience: Incoming freshman     - Format: Persuasive     - Topic: Join CTSO |
| **Communication**  **90 Second Speech Topics** | * Benefits of joining extra-curricular activities * Types of extended learning opportunities |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students take a field trip to the high school(s) in your district. Before your visit, ask the FCCLA, TAFE and SkillsUSA organizations to meet with the students. If possible, have the groups showcase their organizations through displays, brochures, multimedia, and examples of projects. |
| **Family/Community Connection** | Invite members of state officer teams for FCCLA, TAFE, and SkillsUSA to speak to your class about the importance of student organizations, its benefits and what their organization specifically has to offer. |
| **CTSO connection(s)** | Distributive Education Club of America (DECA)<http://texasdeca.org>  **DECA Events:**   * Community Service Project  The Community Service Project is a chapter project that provides an opportunity for chapter members to develop a better understanding of the role civic activities have in society, to contribute to a community service or charity, and to learn and apply the principles of the numerous components of marketing management. * Public Relations Project  The purpose of the Public Relations Project is to provide an opportunity for the chapter members to demonstrate the knowledge and skills needed in planning, organizing, implementing, and evaluating a single public relations campaign conducted by the chapter.   Family, Career, and Community Leaders of America (FCCLA) [http://texasfccla.org](%20http://texasfccla.org)  **STAR Events:**   * Chapter Service Project Display Chapter Service Project is an individual or team event that recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, communities and/or family and consumer sciences. * Chapter Service Project Manual  Chapter Service Project Manual is an individual or team event that recognizes chapters that develop and implement an in-depth service project that makes a worthwhile contribution to families, schools, communities, and/or family, and consumer sciences. * Chapter Showcase Display Chapter Showcase Event is an individual or team event that recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and family and consumer sciences and/or related occupational skills to the community. * Chapter Showcase Manual Chapter Showcase Event is an individual or team event that recognizes chapters that develop and implement a well-balanced program of work and promote FCCLA and Family and Consumer Sciences and/or related occupational skills to the community. * Promote and Publicize FCCLA!   This event allows students to do exactly what the title states – to promote and publicize FCCLA.  Skills USA<http://skillsusa.org>  **SkillsUSA Events:**   * Chapter Display This event display is built around and articulates a common theme established annually by SkillsUSA. * Outstanding Chapter The Outstanding Chapter consists of activities members have been involved with during the school year.   Texas Association of Future Educators (TAFE)<http://tafeonline.org>  **TAFE Events:**   * Chapter Yearbook This event allows the organization to showcase their group over the course of the school year. * Promotional Video/Public Service Announcement (PSA) This event allows the student to showcase their talents using technology while promoting TAFE and the teaching profession. * Project Visualize This event allows students to highlight chapter projects.   TAFE Moment Students prepare a speech about a TAFE experience that has been a convincing factor in their decisions to become educators. |
| **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.nylc.org/>  Possible idea: Arrange students to host a CTSO fair in which the area high schools showcase their organizations in the areas of Education and Training, Hospitality and Tourism and Human Services. |

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)