

INSTRUCTIONS
TEXAS CTE LESSON PLAN
www.txcte.org

Introduction

This document includes recommended lesson plan template instructions for Texas CTE courses. The [lesson plan template, instructions, and quality rubric](#) are located on the Texas CTE Resource Center. All elements of the lesson plan should be rigorous and aligned with instructional objectives. Use references and resources that address or show evidence of diversity, equity, and/or inclusion to strengthen the lesson.

Lesson Identification and TEKS Addressed	
Career Cluster	Clearly and accurately identify the career cluster and course name as they appear in the current Texas CTE Master Course List
Course Name	
Lesson/Unit Title	Align the title of the lesson plan with both the lesson and the unit described in the scope and sequence document.
TEKS Student Expectations	Include two or more Texas Essential Knowledge and Skills (TEKS) and or related student expectations. Ensure that you reference the current TEKS for this course. The TEKS listed must align with the learning objectives. Ensure there are no references to other state standards in the recommended materials, activities, or elsewhere in the lesson plan.
Basic Direct Teach Lesson With Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy	
Instructional Objectives	Write instructional objectives in alignment with the TEKS. The instructional objectives should also address one or more higher order/critical thinking skills. Include specific goals students should be able to accomplish after the lesson is completed.
Rationale	Describe how students will benefit from this lesson. Provide real world connections. This is a statement that can be made to students. .
Duration of Lesson	Approximate the length of the entire lesson/unit. Consider using class periods. Example: Three 45-minute class periods
Word Wall/Key Vocabulary <i>(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)</i>	Provide at least 5–10 lesson/unit vocabulary words that may be new to students, or that are essential to the lesson. Ensure that the choices are correctly spelled and defined.
Materials/Specialized Equipment Needed	List materials and specialized equipment needed to complete the lesson.
Anticipatory Set (May include pre-assessment for prior knowledge)	A short activity or question-and-answer session done at the beginning of a class period or as an introduction to the lesson. The activity should activate students' prior learning, if possible, as well as draw student interest and involvement.

<p>Direct Instruction *</p>	<p>Write direct instruction details of what students need to know. Keep student learning styles in mind, incorporate new vocabulary, check for understanding, give examples, use graphic organizers where practical, and include special populations accommodations.</p> <p>Note: Provide examples of accommodations for Individualized Education Plan (IEP) for special education students.</p>
<p>Guided Practice *</p>	<p>Provide an activity that allows students to practice skills and concepts they have learned. This can be done individually or cooperatively.</p> <p>Project based instruction should include the use of an instructional rubric. The rubric to be used with the project can be introduced to students at the beginning or end of the guided practice, or at the beginning of independent practice.</p> <p>Note: Provide examples of accommodations for Individualized Education Plan (IEP) for special education students.</p>
<p>Independent Practice/Laboratory Experience/Differentiated Activities *</p>	<p>This activity allows students to reinforce newly learned skills by practicing them on their own, including homework assignments. Ensure the independent practice, laboratory experience, and differentiated activities are aligned with instructional objectives, and include special populations accommodations.</p> <p>Note: Provide examples of accommodations for Individualized Education Plan (IEP) for special education students.</p>
<p>Lesson Closure</p>	<p>Wrap-up the lesson with a review of main ideas students should have learned.</p>
<p>Summative/End of Lesson Assessment *</p>	<p>Assessment can be in the form of a quiz, test, independently performed task, cooperative learning activity, hands-on experiment, oral discussion, question-and-answer session, student reflection or other concrete method. Include strong assessments with a variety of measures. Ensure the assessments include accurate answer keys and/or grading rubrics, if applicable.</p> <p>Note: Provide examples of accommodations for Individualized Education Plan (IEP) for special education students.</p>
<p>References/Resources/Teacher Preparation</p>	<p>List all references including books, articles, websites, etc. Websites may include .org, .edu, .gov. Try to stay away from .com to prevent the appearance of an endorsement. If listing a web address, include a short description of the website. Include references and/or resources that address or show evidence of diversity, equity, and/or inclusion, strengthen the lesson, increase the potential for learning, allow students to apply concepts, and relate lessons to the real world.</p>
<p>Additional Required Components</p>	
<p>English Language Proficiency Standards (ELPS) Strategies</p>	<p>Include ELPS strategies that align with lesson plan activities and instructional objectives.</p>

College and Career Readiness Connection¹	Ensure connections to college and career readiness are current, complete, and align with the learning objectives.
Recommended Strategies	
Reading Strategies	Strategies may involve trade publications, current events, research, vocabulary development, or work based learning. Reading strategies can be completed before, during or after an activity or instruction. Reading strategies must be in alignment with the lesson plan activities, as well as the instructional objectives.
Quotes	Provide 2-5 quotes (a minimum of two quotes) relative to the lesson. As much as reasonably possible, ensure more than one quote demonstrates evidence of diversity, equity, and/or inclusion, as appropriate. Include the author of the quote.
Multimedia/Visual Strategy Presentation Slides + One Additional Technology Connection	Ensure multimedia and visual strategies are current, complete, and are in alignment with the lesson plan activities and instructional objectives. Where practical, use presentation slides and at least one additional technology connection. As much as reasonably possible, ensure multimedia and/or visuals demonstrate evidence of diversity, equity, and/or inclusion, as appropriate. Review any used content terms and conditions, district/ESC local content use policies, and site/reference content appropriately.
Graphic Organizers/Handout	Include two or more graphic organizers/handouts. Examples may include, but are not limited to information sheet, KWL (know, want to know, learned), web diagram, Venn diagram, etc. Ensure graphic organizers and handouts are current, complete, and in alignment with the lesson plan activities as well as instructional objectives.
Writing Strategies Journal Entries + 1 Additional Writing Strategy	Include multiple opportunities for writing throughout the lesson. Examples include, but are not limited to: journal entries, reflections, short answer, note taking, letter writing, summarizing, paraphrasing, etc.
Communication 90 Second Speech Topics	Include a minimum of two speech topics related to the lesson objective. Ensure the communications topics are written to stimulate interest, involve, or inform students.
Other Essential Lesson Components	
Enrichment Activity (e.g., homework assignment)	Design enrichment activities to encourage student interest, involvement, and active learning. Align activities with the lesson and instructional objectives.
Family/Community Connection	Develop additional activities that can be completed at school, at home, or in the community. Ensure the family and community connection activities are written to connect the instructional objectives with real-world family and community practices and applications.
CTSO connection(s)	Include suggestions on CTSO activities that can be incorporated into the lesson. Ensure that the information is current and that the connection(s) to the

¹ Visit the Texas College and Career Readiness Standards at <http://www.theccb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009.

* Special Education Modifications or Accommodations, if applicable.
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	<p>learning objectives are clear. Refer to the following CTSOs for activity suggestions:</p> <ul style="list-style-type: none"> • Business Professionals of America (BPA) - Texas • DECA, Texas Association • Future Business Leaders of America (FBLA) • Family, Career and Community Leaders of America (FCCLA) • Health Occupations Students of America (HOSA) • SkillsUSA Texas • Texas Association of Future Educators • Texas FFA Association • Texas Technology Students Association (TSA)
Service Learning Projects	Suggest a service learning project that can be a part of, or extension of this lesson/unit.
Lesson Notes	
Supplementary Materials	Include supplementary materials that are current, and align with the lesson plan activities and instructional objectives. As much as reasonably possible, ensure supplementary materials address or demonstrate evidence of diversity, equity, and/or inclusion, as appropriate.

Helpful Links

Texas CTE lesson plan template, instructions, and quality rubric.

<https://txcte.org/resource/texas-cte-lesson-plan-template>

Texas CTE Master Course List

<https://txcte.org/resource/2017-2018-tea-cte-master-course-list-tsds-peims-codes>

Texas CTE Resource Center search page

<https://txcte.org/resource-index>

Texas CTE Career Cluster Pages

<https://txcte.org/binder/career-cluster-pages>