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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Government and Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government |
| **Lesson/Unit Title** | General Housekeeping Forms for GPA |
| **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:* Demonstrate characteristics necessary to be a successful student in the GPA program by obtaining all signatures necessary on required forms
* Identify the critical rules of program operation
* Explain the procedures for reporting an absence from school/work
* Learn the policies and procedures of the GPA program
* Obtain the necessary signatures on required forms
 |
| **Rationale** | This Practicum is designed to be used by new and veteran teachers who would like to enhance their students’ performance by utilizing computer-generated projects. The purpose of these lessons is to transform the classroom into a lab setting, with the students becoming self-driven learners and the teacher taking on the role of a facilitator. |
| **Duration of Lesson** | 5 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | None |
| **Materials/Specialized Equipment Needed** | * Computer with projector
* Copies of all forms
	+ GPA Practicum Syllabus
	+ Student Responsibilities in Cooperative Training Program
	+ Classroom Rules
	+ Dependability Grade
	+ Policies Governing Unemployed Students
	+ Summary Signature Verification Form
	+ Wage and Hour Report
* Coat hanger
* String, ribbon, or yarn
* A one-hole punch
* Magazines
* Students personal pictures
* Scissors
* Glue
* Computers with presentation-based software (optional)
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Use the following questions for a class discussion:* Why are rules necessary?
* Why is daily attendance important?

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Direct Instruction \*** | Please see the attachment for direct instruction based on the activity.*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 \*** | Please see the attachment for guided practice activity.*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 \*** | Review the following with the students:* Why is it important to follow all rules of the program?
* Why do students have to secure permission before they quit their job?
* What happens to a student who is fired from his/her job?
* What is the policy on theft?

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 |
| **Lesson Closure** | None |
| **Summative/End of Lesson Assessment \***  | * Discussion 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, review the following with the students: * Why is it important to follow all rules of the program?
* Why do students have to secure permission before they quit their job?
* What happens to a student who is fired from his/her job?
* What is the policy on theft?

Use the Discussion Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | None |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts StandardsIII. SpeakingB. Develop effective speaking styles for both group and one-on-one situations.* + 1. Participate actively and effectively in one-on-one oral communication situations.
		2. Participate actively and effectively in group discussions.
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| **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 use audio/visual or computer-based presentation software to create a professional and creative collage introducing themselves to the class. Use the Individual Work Rubric and the Presentation Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSABusiness Professionals of AmericaFuture Business Leaders of America |
| **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)