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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 |
| **Lesson/Unit Title** | College and Career Readiness-The Adventure Starts Here! |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills**  (2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:  (A) research the academic requirements for one or more of the careers in an identified cluster;  (B) research the certification or educational requirements for careers; and  (C) describe the technical-skill requirements for careers.  (3) The student investigates the professional skills needed for college and career success. The student is expected to:  (A) apply core academic skills to meet personal, academic, and career goals;  (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experience |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Investigate academic skills needed for academic success * Explain the importance of having strong academic skills |
| **Rationale** | Do you know what you want to do after high school? Do you know what preparation you will need to accomplish in middle and high school to get ready for your future? In this lesson, we will explore various ways you can prepare for your future now! |
| **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)* | **Advanced placement courses (AP):** High school courses taught on the level of a college course  **Class ranking:** A mathematical summary of a student’s academic record as compared with other students in the class  **College preparatory:** High school courses in primary subjects (language arts, math, science, social studies) that are required for college admission or are designed to help students prepare for college. In some high schools, the only college preparatory courses are those that are also considered honors or advanced placement  **Extracurricular activities:** Voluntary activities in which students participate, normally after school or during weekend hours. These include athletics, performing arts, community service, student clubs  **Grade point average (GPA):** A cumulative, numerical equivalent of your letter grades. In the most common system, A=4, B=3, C=3, D=1, and F=0  **Grants:** Money to help pay for college costs, awarded to you by colleges; federal, state, and local governments; and private sources; that you do not have to pay back and is awarded based on financial need  **Letter of recommendation:** A letter recommending you for a position, written by someone who has knowledge of your skills and competencies and has an advisory or supervisory role  **Scholarships:** Money to help pay for college costs, awarded to you by colleges; federal, state, and local governments; and private sources; that you do not have to pay back. Scholarships are awarded based on merit (such as outstanding academic achievement, demonstrated talent, or athletic ability) or involvement (such as membership in an organization or ethnic group, or employment in a company)  **Transferable skills:** Skills that are important in order to succeed in any workplace but that are not specific to any particular job. Instead, these skills can be transferred from one job to another  **Transcript:** A written record of your achievement in high school, including the courses you have taken, the grades you have earned, certain standardized test scores, awards or special achievements, and your attendance record |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Presenter/remote * Copies of handouts     **PowerPoint:**   * The Adventure Starts Here! – How Will You Prepare?   **Graphic Organizer:**   * KWHL – Career Preparation   **Handouts:**   * Scavenger Hunt * Career Research Presentation * Career Research Presentation Rubric * Adventure-word-cloud * College-and-career-readiness-scavenger-hunt * College-and-or-career-readiness-KWHL-chart * Combination-career-research-assignment * Education-and-training-career-research-assignment * Hospitality-ad-tourism-combination-career-research-assignment * Human-services-combination-career-research-assignment |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **The day before this lesson:**   * Distribute handout Scavenger Hunt and assign for homework. Discuss instructions for activity. * Before class begins. Arrange desks/chairs into a large conversation circle. * Begin class by allowing students time to share and discuss their experience interacting with adults and acquiring signatures. * Ask the following questions:   + Was anyone surprised by any responses? Why?   + What information surprised you the most? Why?   + Share responses with classmates.   If time permits, allow students to personalize their Adventure 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, KWHL Chart, and have students fill out the first three columns of the chart. * Ask students to write down what they already know about career preparation, such as taking similar courses and joining CTSOs. The last column will be completed during lesson closure. * Distribute handout, Notetaking, and introduce PowerPoint, The Adventure Starts Here! – How Will You Prepare? * 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 \*** | * Distribute handout, Career Research Assignment. Inform students that assignment may be prepared individually or with a partner. * Explain that information will be expected to be retrieved only from reliable sources. Provide due date within 1 class period. * Students must present summative information in an oral presentation. Analyze rubrics for each oral presentation option so that students are aware of assessment procedures. * Assist students with research and career presentation choice. Allow students to select one topic from the handout, Career Research Assignment, list so that most or all topics are covered. * Keep students focused and on task.   *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 \*** | Students will work independently or with a partner researching and collecting data for their assignment. Students will complete their assignments and begin presentations.  *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 lesson objectives, terms, and definitions.  Complete graphic organizer, KWHL Chart, to analyze what they have learned about career preparation. |
| **Summative/End of Lesson Assessment \*** | Student oral presentations will be assessed with appropriate Rubric provided during Guided Practice.  *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:**   * Middle Schoolers: Get Ready! Strategies for middle school students to prepare for college.<http://knowhow2go.org/>   TERI College Planning  Advice for middle school students on preparing for college.<http://tericollegeplanning.org/misc/pdfs/grfc_english.pdf> |
| **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** | Go to <http://knowhow2go.org/main_4steps.php> and print “The 4 Steps to College” for students to read and discuss. |
| **Quotes** | Choose a job you love and you will never have to work a day in your life. **- Confucius**  There are costs and risks to a program of action, but they are far less than the long-range risks and costs of comfortable inaction. **- John F. Kennedy**  Talents are common, everyone has them – but rare is the courage to follow our talents where they lead. **- Anon** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * Describe the CTSOs offered by your school. * Describe your academic middle school experience. * How are you preparing for high school? Explain.   **Writing Strategies:**  Describe your dream job, even if it does not exist. |
| **Communication**  **90 Second Speech Topics** | * Describe the benefits of joining a CTSO. * Describe academic skills necessary for academic success. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Design a flyer that explains why academic skills are important to middle school students. * Ask your principal if you can hang the fliers in the hallways at school. |
| **Family/Community Connection** | * Have students talk to their family members about their educational goals while they were in middle and high school and how they related to college. * Students should be able to compare and contrast their goals with their families’ goals. Also, have students ask their parents what goals they may have for the student. |
| **CTSO connection(s)** | Family, Career, and Community Leaders of America (FCCLA)<http://texasfccla.org>  **STAR Events: Career Investigation Job Interview** |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Possible idea: Organize a college and career readiness workshop. Include information on skills needed for academic and personal success for career goals. Include the middle and high school counselors for a Q & A session. |

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)