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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Architecture and Construction |
| **Course Name** | Practicum in Architectural Design |
| **Lesson/Unit Title** | Training Station |
| **TEKS Student Expectations** | **130.66. (c) Knowledge and Skills**  (11) The student demonstrates ethical and legal practices for careers in the architectural-related workplace. The student is expected to:  (B) exhibit ethical practices as defined by the architectural industry;  (D) develop a school-based learning activity in collaboration with the teacher and at least one related mentor that provides an in-depth study of at least one aspect of a selected business, industry, and labor independent study;  (E) present the project in at least two formats such as model, graphic, verbal, or written to a panel of students, teachers, and practitioners in the career concentration;  (F) maintain a project portfolio that documents experience by using graphic or written documentation of architectural-related projects; and  (G) develop and update a professional resume that includes appropriate education history, work history, professional references, letters of recommendation, and all relevant information for any licenses, certifications, and credentials. |
| **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:   * Know basic knowledge of their respective training stations. * Demonstrate an understanding of what is expected from their training sponsors. * Compile information and will build a multi-media presentation. * Communicate their knowledge orally to their peers. |
| **Rationale** | In this Practicum lesson, students will participate in a training station for an Architectural Design work-based experience. |
| **Duration of Lesson** | 12 Class Periods, including training site days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Training plan agreement — a written agreement between the school and the training sponsor for each student enrolled in a work-based instruction component of a practicum course. The training plan shall ensure that each student will receive classroom instruction coordinated with work-based instruction to develop the essential knowledge and skills identified for the chosen training area. Work-based instruction may be provided through paid work experiences, internships, and/or apprenticeships and may be enriched with job shadowing and/or mentoring experiences. * Training site — the business/industry site where the student is placed for work-based instruction. The student is provided occupationally specific training experiences in accordance with the training plan agreement, under the guidance and supervision of a qualified training sponsor, and under the coordination and supervision of the teacher-coordinator. * Training sponsor — the person serving as the student’s supervisor at the work-based training site. The training sponsor confers regularly with the teacher-coordinator to plan, conduct, and evaluate student training experiences to develop the knowledge and skills required in the student’s chosen occupational training area. * Work-based instruction —in addition to classroom instruction, occupationally specificinstruction, and training, either paid or unpaid, is provided by business/industry in cooperation with the school. Written agreements between the school and a representative of the business/industry training site and agreed upon by the student and a parent or guardian, guide the coordinated classroom instruction and work-based occupational instruction. |
| **Materials/Specialized Equipment Needed** | * Paper for essay * Camera or phone with camera * Flash drive * Computers (for students to complete project) * Projector (for digital presentation) * Scanner to scan pictures or materials brought to class |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | Tell the class about some of the things you learned at previous jobs. Explain how those skills helped you to become a teacher.  Explain the necessity of learning as much as possible about a job because some of the skills learned will help with future employment.  Explain to the class that customers see a business much differently than the employees see it.  Ask the class if they ever wanted to work at a place where they shopped. Have them give reasons why they wanted to work there.  Go over all the criteria in the assignment and check for understanding. Explain the employer project guidelines. Students can set it up while working on the Training Station Orientation project.  *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 \*** | The teacher will go over the requirements of this project. The students will follow along and make notes on their hard copy. Students will be strongly encouraged to take the assignment packet to their job sites, so employers will know about the activity.  Give some ideas to students during the brainstorming session before the end of the first-class period.  *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 \*** | * Students will work at their own paces to complete this activity. * All work is to be done in class, so the teacher can check for understanding. * Students are strongly encouraged to take ownership of this activity and to establish a workable pace to complete it on time. * Students will be prepared to present their projects to the class.   Assignment Outline:   1. Directions: 2. The packet of information must be completed by interview, website, or handbook 3. Minimum of 12 digital photos 4. Floor plan may be scanned 5. Grading: 6. Completion of packet 7. Multi-media presentation 8. Pictures 9. Professionalism during presentation. 10. Presentation must have: 11. Name and logo 12. Floor plan 13. Policies/procedures 14. Company history 15. Supervisor’s or owner’s previous experience 16. Site of company 17. Organizational chart 18. Miscellaneous supplemental information 19. Photos 20. If I were in charge: 3,2,1 21. Layout format must be followed.   Handout the **Employer Project** Guidelines  *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** | * Why do customers see a different perspective of a business operation than 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? |
| **Summative/End of Lesson Assessment \*** | Use the Individual Presentation Rubric to evaluate.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Secure the computer lab if you do not have immediate access to one in your classroom. * Copy the handout sheets and rubric for the students.   **Instructional Aids**   * Presentation Rubric * Employer Project Guidelines * Internet |
| **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) |  |
| **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)