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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Dollars and Sense |
| **Lesson/Unit Title** | Introductory Lesson: Dollars and Sense |
| **TEKS Student Expectations** | **130.273 (c) Knowledge and Skills**   * (8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:   (A) explain the roles and functions of individuals engaged in consumer services careers;  (B) analyze opportunities for employment and entrepreneurial endeavors;  (C) summarize education and training requirements for consumer services careers;  (D) investigate professional organizations for consumer services |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the connection between Career and Technical Education (CTE), the Human Services career cluster and Dollars and Sense recognize the programs of study in the Human Services career cluster * Review the course TEKS and student expectations * Explore the coherent sequencing of CTE courses available in their district and their campus * Develop an awareness of career opportunities related to the course Dollars and Sense |
| **Rationale** | The purpose of this lesson is to serve as an introduction to the course Dollars and Sense. I will introduce you to the world of Career and Technical Education (CTE) and the 16 Career Clusters®. By the end of this lesson, you will understand that Dollars andSenseis one of 12 Human Services cluster courses available to students in Texas. We will also explore the sequencing of courses available in our district and on our campus, as well as develop an awareness of programs of study that this course can lead you to.  I will also present you with a copy of the Texas Essential Knowledge and Skills (TEKS), student expectations, and an overview of this course. |
| **Duration of Lesson** | Two 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 legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **Career and Technical Education (CTE):** Dedicated to preparing young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education  **Career Clusters:** A way of organizing curricula, instruction, and assessment around specific occupational groups  **Career Preparation Courses:** Provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders  **Certification:** A designation earned by a person to assure qualification to perform a job or task  **Coherent Sequence of Courses:** A continuous or connected series  **Dual Enrollment:** Refers to an opportunity and agreement through which a student may earn high school credit for successfully completing a college course that covers all the TEKS  **Internship:** Any period of time during which a beginner acquires experience in an occupation, profession, or pursuit  **Practicum Courses:** Designed to give students supervised practical application of previously studied knowledge and skills that can occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience  **Programs of Study:** A way of organizing curricula and educational activities within a career cluster related to a student’s specific academic or career goal |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with internet   **Supplies:**   * Index cards * Various textbooks, materials and supplies pertaining to this course * Copies of handouts   **PowerPoint:**   * Introductory Lesson: Dollars and Sense * 16 Career Clusters ®   **Graphic Organizers:**   * Career and Technical Education (CTE) Graphic Organizer * Career and Technical Education (CTE) KWL Chart   **Handouts:**   * Blank Career and Technical Education Terms * Career Clusters ® * Career and Technical Education Terms * Career and Technical Education Terms (Key) * Career and Technical Education (CTE) Rubric * CTE Terms Matching Game * TEKS for Dollars and Sense |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Print a class set of the course TEKS. Set up a display consisting of miscellaneous textbooks and materials and supplies pertaining to Dollars and Sense.  Nationwide, Career Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs. CTE is preparing students of all ages to help drive America’s success and vitality. This video summarizes the national efforts behind the CTE: Learning that works for America initiative. [CTE: Learning That Works for America](http://vimeo.com/31386280) |
| **Direct Instruction \*** | Distribute Career and Technical Education KWL Chart. Instruct students to fill out the first two columns of the chart. The document will be revisited during lesson closure.  Distribute Career and Technical Education Terms. Introduce lesson objectives, terms, and definitions.  Instruct student to take notes during upcoming slide presentation on the back of the Career and Technical Education Terms.  Begin PowerPoint Introductory Lesson: Dollars and Sense. Allow for thorough class discussion and questions and answers.  Optional: Additional slide presentation 16 Career Clusters ® may be viewed to reinforce career clusters.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PowerPoint presentation notes |
| **Guided Practice \*** | Distribute Career and Technical Education (CTE) Graphic Organizer. Allow students to work with a partner to complete activity. Have class revisit appropriate slide and make corrections on their documents.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time to complete assignment * checking for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Instruct students to create their interpretation of the CTE/course information. Finished product may be used as the coversheet for their class binder, folder, or journal. Students may draw or use a computer to complete the task.  Product must include/answer the following:   * What does CTE stand for? * What is the name of this course? * What cluster is this course in? * What programs of study are in this cluster? * Cluster descriptor   Distribute Career and Technical Education (CTE) Rubric, and provide a thorough explanation so that students will know how their product will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * provide specific websites or articles from which students can obtain their research information. * provide students with a checklist or rubric to help them organize and complete all steps of the process. |
| **Lesson Closure** | Review lessons objectives, terms, and definitions.  Students will complete the final column of the Career and Technical Education KWL chart. |
| **Summative/End of Lesson Assessment \*** | Assess student products with rubric.  Optional: Have students vote on the best product and place in a prominent place in the classroom.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * praise participation |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Learning that Works for America ® Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.<http://www.careertech.org/CTE> * Texas Education Agency Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance, and resources to help schools meet the educational needs of all students. <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize four corners vocabulary/ word wall activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage students to read more information about Career and Technical Education at:  **CTE Vision**<http://www.careertech.org/cte-vision>  Reflect, Transform, Lead: A New Vision for Career Technical Education This five-part series dedicates an issue brief to each of NASDCTEc’s core principles for CTE:   * CTE is critical to ensuring that the United States leads in global competitiveness. * CTE actively partners with employers to design and provide high-quality, dynamic programs. * CTE prepares students to succeed in further education and careers. * CTE is delivered through comprehensive programs of study aligned to The National Career Clusters Framework. * CTE is a results-driven system that demonstrates a positive return on investment.   Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | There are two mistakes one can make along the road to truth…not going all the way, and not starting. **-Buddha**  Motivation is what gets you started. Habit is what keeps you going. **-Jim Rohn**  A journey of a thousand miles must begin with a single step. **-Lao Tzu**  The beginning is the most important part of the work. **-Plato** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I am interested in the … program of study because … * Career and Technical Education …   **Writing Strategy:**   * RAFT   + Role: Student   + Audience: CTE Director   + Format: Invitation   + Topic: CTE open house or CTE program showcase |
| **Communication**  **90 Second Speech Topics** | See “quotes.” Allow students to select a quote and provide their interpretation of the author’s intended meaning. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Scenario: Our campus would like to promote its Career and Technical Education (CTE) courses and make parents aware of the career opportunities available to students enrolled in these courses. You have been selected to create a presentation for a group of parents that are not familiar with this course.  Create and present a professionally made electronic flowchart depicting the connection between Career and Technical Education (CTE), the Human Services career cluster, Consumer Services Programs of Study, and this course.  **Technology:**  Access to:   * GlogsterEDU * PowerPoint * Prezi   Note to teacher: Print six sets of CTE Terms Matching Game and cut apart the sections. Distribute a set of the matching game to each group. In groups of four, allow the students to match the terms with the definitions. |
| **Family/Community Connection** | Prior to activity, explain to students that Career and Technical Education (CTE courses) were once referred to as Vocational, VocEd, and CATE courses. Another example is Homemaking and Home Economics courses now being Family and Consumer Sciences courses.   * Interview a relative or other individual that took a Career and Technical Education course in high school. Possible questions:   + What type of skills did you learn?   + Is your career directly related to the courses you took?   + What impact did this (these) courses/skills have on your life? |
| **CTSO connection(s)** | Introductory lessons may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed during the school year.  Family, Career, and Community Leaders of America (FCCLA)  <http://texasfccla.org> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.   * Example: Selected introductory lesson activities may have a service learning component. Student ideas may be saved and actual project(s) executed during the school year, or students may combine forces with other CTE students to complete service learning projects. |

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)