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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing, and Finance |
| **Lesson/Unit Title** | Career Portfolio |
| **TEKS Student Expectations** | **130.132 (c) Knowledge and Skills**  (14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster and formulates a career plan  (C) The student is expected to develop an individual career plan |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance:**  Upon completion of this lesson, the student will be able to develop an individual career plan.  **Specific Objectives:**  The student will develop an individual career plan by completing a portfolio including the following:   * Written goals * A resume’ * A cover letter * Completed self-assessments |
| **Rationale** | Your portfolio is your way of presenting yourself and your best work to prospective employers. Preparing your career portfolio could be the single most important piece of preparing for your job of interest. This lesson will help students develop an effective career portfolio that will give them the confidence to speak about their accomplishments and work/volunteer experience with prospective employers. |
| **Duration of Lesson** | 3 days |

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| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **TERMS**   * **Action Plan-** Steps you need to follow to reach your ultimate goal * **Measureable Goal -** A goal with a quantitative value associated with it so you candetermine when it has been reached * **Specific Goal -** A goal that is stated in exact terms and includes some details * **Realistic Goal -** A goal that you have a reasonable chance of achieving * **Portfolio -** A collection of relevant knowledge and learning experiences for evaluation,decision-making, or work- obtaining purposes * **Networking -** The process of connecting with other people, often for the purpose ofinformation exchange and support when searching for work * **Occupation -** Similar work for which people usually have similar responsibilities anddevelop a common set of skills and knowledge * **Resume -** A written document that lists your work/volunteer experience, skills, andeducational background * **Cover Letter -** A document sent with your resume to a potential employer to provideadditional information on your skills and experience * **Job Application -** A form used by employers to enable to a job candidate to supplyinformation about his or her qualifications and skills * **Volunteer -** A person who performs unpaid work |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Presentation * Textbooks * Websites   **Materials Needed:**   * Printer Paper * Assignment Handout * Student Portfolio Rubric   **Equipment Needed:**   * Computers for teacher and students * Projector * Printer |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **ASK:** Students if they currently have a goal they are working toward. How would they measurethis goal? Is it short term or long term? When was the last time a goal was accomplished? Discuss with class.  **EXPLAIN:** The small steps you take to get from where you are now to where you want to be areplanning goals. They give your life a sense of direction and move you toward your ultimate career goal. Accomplishing goals gives you a sense of confidence to move on to the next one. |
| **Direct Instruction \*** | 1. Introduction    1. Questions on Goals 2. Guided Practice—PowerPoint    1. Key Terms    2. Goals       1. Measurable       2. Specific       3. Realistic    3. Portfolio    4. Resume    5. Cover Letter   It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **Guided Practice \*** | * Give Presentation and make sure notes are included. (See Instructor notes) * Guide students through the steps for writing a resume and writing a cover letter. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Students are to create their own one-page resume. 2. Students are to create their own one-page cover letter to a specific company of their choice. |
| **Lesson Closure** | What types of goals are there?  Why is it important to have goals? |
| **Summative / End of Lesson Assessment \*** | **The Career Portfolio**  The Career Portfolio is a collection of your work and accomplishments that illustrates your values, skills, abilities, and interests. Your portfolio should reflect experiences you have had both in and out of school, and be a reflection of the “best” of you.  **This portfolio should include:**   * Cover Page- Name * Table of Contents * Goals- Minimum of three short term goals. They must be specific, measurable, and realistic * Resume’ * Cover Letter * Completed Self assessments including: * Multiple Intelligences * Learning Styles |
| **References/Resources/**  **Teacher Preparation** | **References:**  **Textbook**: **Marketing Essentials**, Glencoe–Chapter 37  **Handouts-** Getting Ready for Work  (2008) Toronto District School Board Credit Recover: Career Studies (GLC20) Module 1  **Websites:**  owl.english.purdue.edu/owl/resource/719/1/ (resume and cover letter)  <http://drscavanaugh.org/workshops/assessment/sample.htm>**(rubric)** |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English:**  **110.33(b)(1)(A) – Reading/Vocabulary Development**  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  **110.33(b)(1)(B) – Reading/Vocabulary Development**  . . . analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings.  **110.33(b)(1)(C) – Reading/Vocabulary Development**  …infer word meaning through the identification and analysis of analogies and other word relationships.  **110.33(b)(9)(C) – Reading/Comprehension of Informational Text/Expository Text** …make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  **110.33(b)(11)(B) – Reading/Comprehension of Informational Text/Procedural Text**  …translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams.  **110.33(b)(12)(A) – Reading/Media Literacy**  …evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.  **110.33(b)(12)(B) – Reading/Media Literacy**  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  **110.33(b)(12)(C) – Reading/Media Literacy**  …evaluate the objectivity of coverage of the same event in various types of media.  **110.33(b)(12)(D) – Reading/Media Literacy**  …evaluate changes in formality and tone across various media for different audiences and purposes. |
| **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) | Have students write 10 tips for resume writing. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future 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)