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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** | Careers in BMAC Cluster using MAPP Assessment |
| **TEKS Student Expectations** | **127.2. (c) Knowledge and Skills**  (4) The student investigates labor market information. The student is expected to:  (A) analyze national, state, regional, and local labor market information  (B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information  (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | |  | | --- | | * Identify and explore career opportunities within the BMAC | | * Align personal interests and skills with a variety of BMAC careers | |
| **Rationale** | Which of the Business Management and Administration Careers are a perfect match for your students? |
| **Duration of Lesson** | This lesson unit is one to one and a half 45-minute class periods long. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | |  | | --- | | Computer with internet | | Activity: Likes and Dislikes  Handout: MAPP Career Assessment (Teacher will go online by searching MAPP Career Assessment) | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Students will have previously been introduced to a variety of Business Management Careers |
| **Direct Instruction \*** | |  | | --- | | Instruct students to complete the MAPP Assessment | | Inform them that they should select one "MOST" and one "LEAST" | | preferred option  *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 \*** | |  |  | | --- | --- | | Activity: MAPP Assessment | | | Discuss student results individually as you see them wrap-up by | | | | | answering any questions | | | Suggested that instructor completes assessment prior to day six in | | | | | order to be familiar with the assessment and more readily able to | | | answer questions  *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 \*** | |  |  | | --- | --- | | Have students complete the Life Span Plan Part 1 based on the | | | results from the 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** | Answer any follow-up questions that students may have  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Summative / End of Lesson Assessment \*** | |  | | --- | | - Verbal responses to questions | | - Complete Likes and Dislikes Handout | |
| **References/Resources/**  **Teacher Preparation** |  |
| **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)** | 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)