**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Principles of Education and Training |
| **Lesson/Unit Title** | Preparing for YOUR FUTURE! |
| **TEKS Student Expectations** | **130.162. (c) Knowledge and Skills**  (8) The student explores options in education and career planning.  (A) The student is expected to develop a graduation plan that leads to a specific career choice in the area of interest  (B) The student is expected to identify high school and dual enrollment courses related to specific career cluster programs of study  (C) The student is expected to identify and compare technical and community college programs that align with interest areas  (D) The student is expected to identify and compare university programs and institutions that align with interest areas |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Explore high school courses that will lead to a specific career of interest * Compare and contrast two-year colleges, universities, and technical schools that align with interest areas |
| **Rationale** | As a ninth grader, you may not yet be thinking or making plans for the next four to eight years of your life. Many high school students are still focusing on short-term goals and decisions such as what they will be doing after school or this upcoming weekend. Planning is key to a successful future.  The truth is that your high school career will go by very quickly. In this lesson, you will have the opportunity to preview and possibly pre-select your high school courses for the next three years, courses that will benefit you as you plan and prepare for your future. You will also have the opportunity to compare and contrast what colleges, universities, and technical schools have to offer. |
| **Duration of Lesson** | Five 4-minute class periods |
| **Word Wall** | **Abilities:** Abilities are skills that you learn and develop  **Apprenticeship:** It is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation  **Aptitude:** ease in learning or understanding  **Community college:** A nonresidential junior college offering courses to people living in an area  **Dual-enrollment:** A student receiving high school credit toward a high school diploma and college credit toward an Associate Degree or occupational credit toward a technical certificate  **Technical college:** A college providing courses in a range of practical subjects, such as information technology, applied sciences, engineering, agriculture, and secretarial skills  **University:** An educational institution designed for instruction, examination, or both, of students in many branches of advanced learning, conferring degrees in various faculties, and often embodying colleges and similar institutions |
| **Materials/**  **Specialized Equipment Needed** | **Equipment:**   * Computer lab with Internet access (be sure to follow district guidelines for Internet access) * Computer with projector for multimedia presentation * Presenter/remote   **Materials:**   * College banners/flags/pendants * College brochures/admissions information – Many schools/colleges will send you these items free of charge if you request them in advance. Contact the admissions department. * Information about technical schools/colleges – may be obtained from counselor’s office or also requested in advance * Index cards * Job applications * Local community colleges’ information * Newspaper classified ads for job opportunities * Play money (may be purchased at a dollar store) * Sample portfolio * Scholarship information (may be obtained from counselor’s office)   **Other appropriate lessons**  Maximize Your Job Search with a Career Portfolio Practicum of Education and Training  Empowering Your Job Skills Practicum of Education and Training   * Copies of handouts   **PowerPoint:**   * Preparing for YOURFUTURE! * Presentation Notes for Preparing for YOURFUTURE!   **Technology:**   * Free iPad App:   Wunderlist: To-Do List and Tasks<https://itunes.apple.com/us/app/wunderlist-to-do-list-tasks/id406644151?mt=8>   * Infographic:   College Readiness Infographic One-third of today’s college students require remediation. Of those students, half will never receive a college degree. Clearly, something isn’t working. This infographic lays out the state of college readiness in the U.S., and explains why being prepared for college matters now more than ever.<http://www.knewton.com/college-readiness/infographic/>   * TEDxTalk:   Dan Gilbert: The psychology of your future self<http://www.ted.com/talks/dan_gilbert_you_are_always_changing>  **YouTube:**   * Consider a Technical School or Community College Helpful info from NextStepU.com about attending a technical school or community college after high school.<http://youtu.be/DbnOqvovHiE> * What Career Should I Choose? Choosing a career can be a big decision for sure. In order to get it right you need to answer these three important questions.<http://youtu.be/AgyjmO9h-6k>   **Graphic Organizer:**   * KWL Chart – Preparing for YOURFUTURE!   **Handouts:**   * A Look at Your Post-Secondary Educational Options * High School Course Selections * Post-secondary Educational Options Reflection * Rubric: A Look at MY Post-Secondary Educational Options * Rubric for Post-Secondary Educational Options Reflection |
| **Anticipatory Set** | **Prior to class:**  Become familiar with the PowerPoint, handouts, and activities.  **Before class begins:**  On a table, in the center of the classroom, display items/props that relate to various technical schools, colleges and universities. The day before this lesson encourage students to wear their favorite college t-shirt, and you should wear yours as well. (Ask your administrator if all the teachers/staff members can dress up as well. Students enjoy seeing what schools their teachers have attend. It also generates great conversations about colleges/universities and future plans for post-graduation.  **As class begins:**  Hand each student a blank index card as they walk into the classroom. Instruct them to explore the items on the table in the center of the classroom and write down one sentence regarding what they think the focus of this lesson will be. Once class begins have students share what they wrote on their index card.  Distribute graphic organizer, KWL Chart – Preparing for YOUR FUTURE! Have students complete the first two columns of the chart. Ask students to write down what they already know about post-secondary educational options in the first column, and what they want to learn about post-secondary educational options in the second column. The last column will be completed during Lesson Closure. |
| **Direct Instruction with Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and their definitions.  Introduce PowerPoint, Preparing for YOUR FUTURE! Students will be expected to take notes while viewing the slide presentation. Allow time for classroom discussion.  Throughout the lesson refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create or have students create a digital word wall.  Videos included in the slide presentation:   * Consider a Technical School or Community College Helpful info from NextStepU.com about attending a technical school or community college after high school.<http://youtu.be/DbnOqvovHiE> * What Career Should I Choose? Choosing a career can be a big decision for sure. In order to get it right you need to answer these three important questions.<http://youtu.be/AgyjmO9h-6k>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing student with a copy of the presentation * correct for spelling and grammar but do not deduct from total on homework * providing individual assistance, as needed |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | **Prior to activity:**  Check with your school counselor for additional guidance and information. Option – print copies of campus course listing/4-year plans.  Guide and instruct students how to locate your school’s course listing catalog and locate the campus 4-year plans for high school students on your district’s webpage. Inform students that they will be using this information to create their own personalized high school 4-year plan.  Distribute the handout, High School Course Selections. Review instructions. Make sure all student has selected an area of interest before proceeding. Students may use the career they researched in the previous lesson, Planning for Your Future, as a guide to selecting future courses.  Once students have completed this task, allow time for sharing. After the activity, students should place this document in their Career Portfolio.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * partnering with a more experienced student * providing extra time, as needed * providing individual assistance, as needed |
| **Independent Practice/**  **Laboratory Experience with Special Education Modifications/**  **Accommodations** | **Note to Teacher:** Determine how much time you would like the students to devote to this activity.  Distribute the handout, A Look at Your Post-Secondary Educational Options. Inform students that in this activity they are to select, research and report their findings on a two-year college, a four-year college/university and a technical school that are in alignment with their selected career/area of interest.  Distribute and review the components of Rubric: A Look at MY Post-Secondary Educational Options so that students understand 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:*   * providing student with a copy of the presentation * correct for spelling and grammar but do not deduct from total on homework * providing individual assistance, as needed |
| **Lesson Closure** | Review objectives, terms, and definitions.  Distribute handout, Post-secondary Educational Options Reflection. Inform students that they will be writing a reflection based on their research findings.  Distribute and discuss components of Rubric for Post-Secondary Educational Options Reflection so that students will understand how their reflection will be assessed.  Guiding questions may include:   * What college(s) are you interested in? * Did you find a college that you had not previously considered, but now are interested in? * How can this information help you towards your chosen career path? * How can you use this information in the future?   Complete graphic organizer, KWL Chart – Preparing for YOUR FUTURE! to analyze what they have learned about post-secondary educational options. |
| **Summative/End of Lesson Assessment with Special Education Modifications/**  **Accommodations** | Provide students with the opportunity to share their reflections with the class.  Assess student reflections with Rubric for Post-Secondary Educational Options Reflection.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing individual time, as needed * correct for spelling and grammar but do not deduct points from assignment * providing individual assistance, as needed |
| **References/**  **Resources** | **Images:**   * Photos obtained through a license with Shutterstock.com®.   **Textbooks:**   * Diaz, C., Pelletier, C. & Provenzo, Jr., E. (2006). *Touch the future: teaching!* Boston, MA: Pearson Education, Inc. * Kauchak, D. & Eggen, P. (2014). *Introduction to teaching: becoming a professional*. (Fifth ed.). Saddle River, NJ: Pearson Education, Inc. * Morrison, G. (2012). *Early childhood education today*. (Twelfth ed.). Upper Saddle River, NJ: Pearson Education, Inc.   **Websites:**   * Bureau of Labor Statistics Employment Projections. (2014).<http://www.bls.gov/emp/ep_chart_001.htm> * FastWeb Find colleges, universities, scholarships and more at FastWeb.<http://www.fastweb.com> * Finding Your College Fit Find the right college for you by doing a college search at Big Future.<https://bigfuture.collegeboard.org/find-colleges/how-find-your-college-fit> * Ten Steps to Picking the Right College U.S. News details ten steps to guide students to picking the right college.<http://www.usnews.com/education/best-colleges/articles/2011/04/04/10-steps-to-picking-the-right-college> * Texas Education Agency (TEA) TEA Graduation Toolkit: Information for Planning Your High School Years and Beyond.<http://www.depts.ttu.edu/ttuisd/Files/pdf/14Grad-toolkit-booklet.pdf> * Texas Higher Education Coordinating Board  Closing the Gaps by 2015 was adopted by the Texas Higher Education Coordinating Board in 2000 to focus state policy on the goal of creating parity in educational attainment and quality between Texas and peer states like California, New York, and Massachusetts. <http://www.thecb.state.tx.us/reports/PDF/3052.PDF?CFID=20983454&CFTOKEN=40957335>   **YouTube:**   * Consider a Technical School or Community College Helpful info from NextStepU.com about attending a technical school or community college after high school.<http://youtu.be/DbnOqvovHiE> * What Career Should I Choose? Choosing a career can be a big decision for sure. In order to get it right you need to answer these three important questions.<http://youtu.be/AgyjmO9h-6k> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * <http://www.learnersdictionary.com> for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign students to read content concerning postsecondary educational options. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * Texas Education Agency (TEA) TEA Graduation Toolkit: Information for Planning Your High School Years and Beyond.<http://www.depts.ttu.edu/ttuisd/Files/pdf/14Grad-toolkit-booklet.pdf> * Texas Higher Education 2013 Quick Facts<http://www.thecb.state.tx.us/reports/PDF/3052.PDF?CFID=20983454&CFTOKEN=40957335> * Top 15 Mistakes to Avoid When Choosing a College<http://www.fastweb.com/college-search/articles/3690-top-15-mistakes-to-avoid-in-choosing-a-college> * Promote the use of the pre-reading strategy prediction. * Encourage students to connect reading to their life experiences or prior knowledge. * 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** | A college degree is the key to realizing the American dream, well worth the financial sacrifice because it is supposed to open the door to a world of opportunity.  **-Dan Rather**  Community colleges are one of America’s great social interventions a gateway to the future for first time students looking for an affordable college education, and for mid-career students looking to get ahead in the workplace.  **-Barbara Mikulski**  Unemployment rates among Americans who never went to college are about double that of those who have a post-secondary education.  **-Bill Gates**  It is virtually impossible to compete in today’s global economy without a college degree.  **-Bobby Scott**  If you don’t design your own life plan, chances are you’ll fall into someone else’s plan. And guess what they have planned for you? Not much.  **-Jim Rohn** |
| **Writing Strategies** | **Journal Entries:**   * What college interests you? Why? * What courses can you take in high school to help prepare you for the career you are interested in? * After high school, I will \_\_\_\_\_\_\_\_\_\_. * Describe three people who can help you achieve your goals.   **Writing Strategy:**  RAFT   * Role: High school student * Audience: High school students * Format: Informative * Topic: How to prepare for college |
| **Communication 90 Second Speech Topics** | * Describe a specific technical school. * Describe a specific community college. * Describe a specific college. * Explain how taking career specific courses in high school can help you prepare for college. |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Invite the school counselor to speak about course options leading to specific career paths.  Host a college/career day on your campus.  Obtain scholarship application forms from a variety of donors. Divide students into small groups. Have each group review the application and tell the class about what it requires.  **TedxTalk:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk. Dan Gilbert: The psychology of your future self  “Human beings are works in progress that mistakenly think they’re finished.” Dan Gilbert shares recent research on a phenomenon he calls the “end of history illusion,” where we somehow imagine that the person we are right now is the person we’ll be for the rest of time. Hint: that’s not the case.<http://www.ted.com/talks/dan_gilbert_you_are_always_changing> |
| **Family/**  **Community Connection** | Have students interview friends, family and staff members to find out about the training and/or education they received for their career path. |
| **CTSO connection** | Family Career and Community Leaders of America (FCCLA) <http://texasfccla.org>  **STAR Events**   * Career Investigation – An individual event – recognizes participants who display the ability to perform self-assessments, research and explore a career, set career goals, create a plan for achieving goals, and describe the relationship of Family and Consumer Sciences coursework to the selected career. * Job Interview – An individual event – recognizes participants who complete an application, create a cover letter, resume, and participate in a job interview. * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience.   Texas Association of Future Educators<http://tafeonline.org>  **TAFE Competition:**   * Educational Leadership Fundamentals – This competition is an individual event that recognizes participates who take a 30-minute timed exam about knowledge of the teaching profession. * Exploring Education Administration Careers Competition – This competition is an individual event that recognizes participates who explore education administration careers by job shadowing and interviewing a current education administrator. * Exploring Education Innovation Careers Competition – This competition is an individual event that recognizes participates who explore education innovation careers by job shadowing and interviewing a representative from an education innovation organization. * Exploring Student Support Service Careers Competition – This competition is an individual event that recognizes participates who explore specialized instructional-support professional careers by job shadowing and interviewing a current education support services professional. * Job Interview Competition – This competition is an individual event that recognizes participates who complete an application, create a cover letter, resume, and participate in a 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. For additional information on service learning see: <http://www.ysa.org>  Possible idea: Create a “Wall of Fame” for graduating seniors. The wall could display a picture of the senior and their post high school plans. Include any awards or scholarships they have received. |

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)