

4th CTE Coach Activity Plan

Lesson and Standards	
Lesson Title	Paying for Your Career & Getting and Keeping That Job
Core Standards	<p>College and Career Awareness Strand 1 Students will assess their interest and aptitudes and explore related career options based on current <u>Career and Technical Education (CTE) Career Clusters and Pathways.</u></p> <p>Standard 1 Assess and apply personal interests, skills, aptitudes, and abilities to education planning and future career decisions.</p> <ol style="list-style-type: none"> a. Compare and contrast the relationship between career options, education, and training. b. Investigate career choices in relation to aspirations and lifestyle choices (e.g., identify lifestyle goals, identify careers, salaries, and required education/training, explore how lifestyles expectations, values, and attitudes affect career decision-making.) c. Discuss academic content knowledge related to career pathways. <p>Standard 2 Investigate the changing nature of the workplace.</p> <ol style="list-style-type: none"> a. Locate career outlook information (Keys to Success www.ktsutah.org , Utah State Board of Education CTE; https://schools.utah.gov/cte , Utah Education Network; https://www.uen.org/career/, Davis District CTE: https://www.davis.k12.ut.us/academics/career-technical-education <p>Strand 5 Students will identify goals and skills learned by evaluating and analyzing the Work-Based Learning experience.</p> <p>Standard 3 Research and evaluate job in student career interest area.</p> <ol style="list-style-type: none"> a. Investigate education, salary, required skills and job outlook in career interest area. b. Evaluate career choice following Work-Based Learning experience.

	<p>c. Formulate future career plan using Keys to Success and CTE Pathway connections.</p> <p>d. Identify a Pathway or related Pathway connected to the student's internship.</p> <p>e. Create a project that demonstrates the use of this information in a five-year plan.</p> <p>Adult Roles and Financial Literacy Strand 2 Students will understand sources of income and the relationship between income and career preparation to reach financial goals. Standard 4 Understand and begin preparation for career and post-high school training. (GFL 2.2) a. Recognize and explore the correlation between education, training, and potential lifetime income. (GFL 2.2.1) Identify sources of funding to assist in post high school education opportunities and cost of repayment. (GFL 2.2.30)</p>
Basic Direct Instruction	
Instructional Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Identify agencies that provide financial resources and career support, including Vocational Rehabilitation • Identify a variety of types of funding: scholarships, stipends, services, tuition vouchers and waivers and equipment, materials, and fees vouchers. • Explain the terms Concurrent Enrollment (CE), Work-Based Learning (WBL) • Identify student professional organizations that provide support to those in associated Pathways • Decide on steps for their future education and training
Time needed	Two 45-minute sessions
Materials Needed	<p>Equipment:</p> <ul style="list-style-type: none"> • Computer with projection capabilities to display multimedia presentation • Students will need laptops or own device <p>Materials:</p> <ul style="list-style-type: none"> • Posters of various CTE Pathways • Powerpoint, • Copies of Handouts: Cost of 1,2,4 or more bookmarks 124 Bookmarks (utah.gov)

	<p>Preparing Students for College and Career Brochure Preparing Student for College and Career (utah.gov) Career and Technical Organizations: Career and Technical Student Organizations General Flyer (utah.gov)</p> <ul style="list-style-type: none"> • Paying for College; Financial Aid • Information on Vocational Rehabilitation Services and contact information
Vocabulary	<p>Any new words and acronyms and their definition:</p> <ul style="list-style-type: none"> • Concurrent Enrollment (CE) • Work-Based Learning • Scholarship • Stipend • Internship • Tuition Waiver • Vocational Rehabilitation
Rationale	<ul style="list-style-type: none"> • Today we will be looking at an overview of the agencies and programs that provide financial and career planning support to students who are interested in CTE Pathways. • Learning about these agencies and programs can help you successfully complete a CTE Pathway and pay for any further training, books, equipment, and supplies. • You are going to need this.
Anticipatory Set including any Pre-assessment or discussion of Prior Knowledge	<p>Before Class begins:</p> <ul style="list-style-type: none"> • Set up display of Pathways posters • Display posters with information about CE, WBL • Obtain a Prize Wheel Game (https://www.ikea.com/us/en/p/lustigt-prize-wheel-game-30387038/?gclid=Cj0KCQjwkIGKBhCxARIsAINMioLbjsg1ft6NA1Zr5u_gjxjAi8_FQrR61mulwot_BXagx5C07-5pT6laAt3REALw_wcB) or download an online Prize Spinner or Random Name Picker to be projected on the screen (24 numbered selections) • Print the Wheel of the Future life scenario list or create your own <p>Make copies of the following to distribute to students:</p> <ul style="list-style-type: none"> • Cost of 1,2,4 or More Bookmarks 124 Bookmarks (utah.gov) • Preparing Students for College and Career Brochure Preparing Student for College and Career (utah.gov)
Attention-Getting Activity	<p>Begin PowerPoint Allow for thorough class discussion and questions Check for understanding</p>

<p>Insert video Link here</p>	<p>Provide copy of PowerPoint presentation notes to any students requesting.</p> <p>The Zode in the Road by Dr. Seuss https://youtu.be/OZMAkLarIUo Discussion about deciding which CTE classes interest students and which CTE Career Pathways they are interested in exploring. It is a good time to decide. It's okay to change their minds if they decide on something else later.</p> <p>Today we are going to do the: (Wheel of the Future Activity: Insert link to Wheel of the Future Activity here) Discussion of how decisions, actions, and behaviors impact our progression toward our goals.</p>
<p>Direct Instruction</p>	<p>Introduce activity strands, standards and objectives and rationale. Introduce activity vocabulary using vocabulary teaching routine:</p> <ul style="list-style-type: none"> • I say, you say, "This word is _____. What word?" Students repeat. • _____ means _____, they repeat meaning. • Give example of word in a sentence and they offer 2 more examples of use.
<p>Guided Practice</p> <p>Insert slide with link here</p> <p>Insert slide with link here</p> <p>Insert slide #21 & #22 from original PP here</p>	<p>Activity We do:</p> <ul style="list-style-type: none"> • Visit the DSD-WBL website: https://bhs.davis.k12.ut.us/parents-students/academic-programs/cte-career-and-technical-education/work-based-learning Read about the support and services they provide Scroll down and watch the video on Internships. Click on link for FAQs about Internships: FAQ.pdf (finalsite.net) Discuss and respond to questions. Clarify content. <ul style="list-style-type: none"> • Visit the DSD-Concurrent Enrollment website: https://www.davis.k12.ut.us/academics/concurrent-enrollment/high-school Watch the video on CE. • How to Pay for further training, programs, and/or college Money, Money, Money CTE Scholarships and Tuition Awards https://youtu.be/dJW61Gxl9nc

Insert slide with link here	<ul style="list-style-type: none"> Visit the Student Transition Services at the Vocational Rehabilitation website and learn about their services: Overview (utah.gov) Watch their video about what they have to offer: https://www.youtube.com/watch?v=UkWQzVoKM8A
Independent Practice/ Differentiated Activities	<p>You do:</p> <ul style="list-style-type: none"> Talk to your parents or guardian about your career plans and goals. Apply for WBL Internship Talk to your counselor or CTE Coordinator about CE courses in your Pathway Make an appointment with VR to discuss your IEP goals, accommodations and future school and training needs.
Lesson Closure	<p>Review objectives and ask if students reached them. Review vocabulary and definitions</p>
Post Assessment	<p>Can be verbal, Who can tell me? Questions related to lesson content and comprehension.</p>
Extension activities	<p>Xello Activities:</p> <ul style="list-style-type: none"> Work Values Career and Lifestyles Costs Workplace Skills and Attitudes Program Prospectus <p>YouScience Activities:</p> <ul style="list-style-type: none"> Pre & Post Describing You Diving Deeper – Researching a Career Conducting Mock Interviews <p>Keys To Success Activity:</p> <ul style="list-style-type: none"> Connect Video - https://www.youtube.com/watch?v=IE5XS0jgb5c Paying for College; Financial Aid
Additional Supports	
ELL Students	<ul style="list-style-type: none"> Word Wall Draw visual reminder of word Add to a personal dictionary Look it up and define in their first language and add to personal dictionary

Special Education	<ul style="list-style-type: none"> • Check for understanding • Give copy of PowerPoint notes • Check individual student's accommodations
Quotes	<p><i>"I don't focus on what I'm up against. I focus on my goals, and I try to ignore the rest." -- Venus Williams</i></p> <p>"Life is like riding a bicycle. To keep your balance, you need to keep moving." Albert Einstein</p> <p><i>"Opportunity is missed by most people because it is dressed in overalls and looks like work." Thomas Edison</i></p>
Enrichment Activity e.g. Homework	<ul style="list-style-type: none"> • Start a Career Portfolio with sheet protectors to keep certificates, resume, interest information