This lesson will provide you with a brief overview of this course.
Has anyone ever heard of Career and Technical Education? Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

**Definition #1:**
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

**Definition #2:**
Career and Technical Education (CTE) prepares 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.

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation [http://cte.unt.edu/home/about.html](http://cte.unt.edu/home/about.html)
Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms. Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Career and Technical Education

Historical Side Notes:
In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:
Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Arts, AV Technology and Communication (Fashion Design courses) and Architecture and Construction (Interior Design courses) cluster information can be found at http://cte.unt.edu/
Career and Technical Education (CTE)

- You are currently enrolled in the course **Family and Community Services**
- **Family and Community Services** is a CTE course
- You are a CTE student
- I am a CTE instructor
A copy of this document can be found in the Attachments section of this lesson.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Family and Community Services falls under? Have students read the descriptors for each cluster.
Family and Community Services is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Family and Community Services is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is meant by coherent sequence? The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills. Discuss the sequence of Human Services on your campus/district.

If applicable, discuss other Human Services courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.

Example:
Sandra wants to someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.

In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, so he can learn as much as he can about children.

Encourage students to speak to their counselors.
Recommended sequences for all cluster courses can be found at:
http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study. We have already established that Family and Community Service is in the Human Services career cluster. What Program of Study do you think it follows?
Yes, Family and Community Services is in the Human Services Cluster and is categorized under the Early Childhood Development & Services and Family & Community Services Programs of Study. Have students brainstorm how Family & Community Services can be found in both categories.
Career and Technical Education (CTE)

Career Cluster: Family and Community Services

Course Title: Early Childhood Development & Services

Program of Study: Family and Community Services

Course Description: Providing for families and serving human needs

Labeled diagram
Review the contents of this chart with the students, helping them make a connection between the cluster, selected program of study and possible career/occupations available to them.

This chart and frames for all career clusters can be found at: [http://www.careertech.org/career-clusters/resources/career-frames.html](http://www.careertech.org/career-clusters/resources/career-frames.html)
Click on logo to link to AchieveTexas Human Services component
Possible Program of Study
Dietitian and Nutritionist
Sample Bachelor Degrees

- Dietetics
- Foods & Nutrition
- Family & Consumer Sciences
- Nutrition
Graduate Degrees

- Foods & Nutrition
- Food Science
- Nutrition
- Nutrition Science
Sample Career Options

- Food Service Manager
- Nutrition Consultant
- Nutritionist
- Registered Dietician
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).

TEKS - the state standards for what students should know and be able to do
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
(1) The student explores careers in family services. The student is expected to:
(A) identify family services;
(B) investigate career options available that focus on families;
(C) research to find agencies, organizations, and churches offering family services in the student's area; and
(D) analyze demographic and community needs.

Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with sample course activities that correspond to the TEKS.
(2) The student demonstrates organizational and leadership skills using a community service environment. The student is expected to:
(A) demonstrate management practices facilitating individuals assuming multiple family, community, and wage-earner roles;
(B) evaluate personal leadership characteristics;
(C) develop a plan for positively enhancing personal leadership characteristics;
(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;
(E) evaluate and identify effective strategies and skills necessary to establish a collaborative relationship with others in community service settings; and
(F) plan and deliver focused and coherent presentations that convey clear and distinct perspective and demonstrate solid reasoning.

Provide students with sample course activities that correspond to the TEKS
(3) The student develops and implements community service activities. The student is expected to:
(A) identify service projects applicable to a community;
(B) integrate student interest, abilities, and skills with appropriate community service projects;
(C) plan, develop, and implement volunteer activities that will benefit individuals, families, or the community;
(D) generate ideas and gather information relevant to a family and community services project keeping careful records of outside sources;
(E) demonstrate proficient use of volunteer skills;
(F) demonstrate safety practices related to community service or volunteer activities;
(G) demonstrate increasing ability to perform higher-order thinking skills through organizing and performing community service;
(H) practice techniques to ensure completion of a community service project;
(I) cite evidence of personal development through performing community service activities; and
(J) evaluate the effectiveness of implemented activities.

Provide students with sample course activities that correspond to the TEKS
(4) The student analyzes factors influencing employability skills. The student is expected to:
(A) evaluate interests, abilities, and personal priorities related to career choices;
(B) apply the decision-making process to career selection;
(C) demonstrate effective verbal, nonverbal, and written communication skills;
(D) demonstrate positive human relations skills;
(E) demonstrate appropriate grooming, appearance, and etiquette for volunteer activities;
(F) exhibit ethical practices as defined for designated volunteer activities;
(G) describe community service experiences that contribute to career preparation;
(H) analyze future trends in community service;
(I) determine employment and entrepreneurial opportunities related to community service; and
(J) design a public relations campaign promoting volunteer activities.

Provide students with sample course activities that correspond to the TEKS.
(5) The student applies rigorous academic standards in implementing community service activities. The student is expected to:

(A) use effective reading strategies to evaluate topics from professional publications in family and community services;

(B) listen actively and effectively in all communication situations; and

(C) define the concept of socialization and analyze the role socialization plays in human development and behavior.

Provide students with sample course activities that correspond to the TEKS
End of Course Project Options – Family and Community Services instructional lesson can be found on the SIRDC website. Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Family and Community Services
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task. See independent Practice on lesson.

Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and Grammar
References and Resources

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

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/career-clusters/glance/at-a-glance.html

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