

TECH: A set of Management Forms - CTE - Intro (Module)

Summary

Updated in 2011. Included are the "Student Record Card" and the "Activity Evaluation Sheet." The Student Record Card can be used to fulfill the requirements of 5 days in each of the cluster areas of the introductory CTE class and the Activity Evaluation sheet. The record card is the organizer can be used to teach some activities as whole class activities and other activities in a modular approach to allow for exploration and discovery by the students. This way of organizing CTE - Introduction will take extra time and may be something you evolve into. Start with activities in rotation; and as you add activities, you can evolve into an organizational card as presented here. The Activity Evaluation sheet is made into tablets and students use them when doing modules. It may also find use in other situations.

Time Frame

3 class periods of 45 minutes each

Group Size

Pairs

Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

Materials

This is not a lesson, but an organizer that incorporates whole class instruction as well as a couple weeks of modules to fully implement CTE introduction to students.

Background for Teachers

In the Jr. High/Middle school, the curriculum is to be exploratory in nature as we expose students to activities. In doing this, a wide area of material should be covered. For this reason, the rationale for both teacher oriented studies and module activities to expose students to a larger curricular area. This "Student Record Card" is a simple organizer that guides students through the process during the module part of the class. Student aides are in each class (8th grader who has gone through it before) pre-check work, check out supplies and help with students questions. They get better at it over time, but things would be chaotic without them. Each full day is based on 100 points in this system. A week would then be 500 points. This is easy for the students and teacher to calculate. They have to have 5 days (500 points) in each curricular area. The teacher presents and does whole class activities first. This includes the areas of Communications, Construction, Energy/Power, Health, Manufacturing, Transportation, and Engineering that are listed on the card. The teacher also presents the Career Guidance, Agriculture, Economics, Information Technology, Marketing, and WBL curriculums during this time if organized into a Trimester schedule. Some of the flex and combined activity days are used to introduce the card and orient the student to the shift in how they will be graded. Students then have to pick and choose how to earn the remainder of the points in an area.

Student Prior Knowledge

Students are paired with another student of their choosing. They work as a team to complete activities. Students have to be good readers and are told from the beginning that if they are not a good reader that having a good reader as a partner will help them be successful in this portion of the class.

Intended Learning Outcomes

Practice problem solving skills and explore ways to develop independence and take responsibility. Explore Agriculture, Communication, Construction, Energy/Power, Engineering, Health, Manufacturing, and Transportation technologies used in our world. Use career information to explore various occupations of personal interest. Practice skills to function effectively in a small group situations. Identify school courses that support career interests.

Instructional Procedures

As explained above, each day is considered 100 points. On this card students must complete the remainder of the points in each curricular area. For instance, in Energy & Power the class has already been exposed to "Hydraulics" as an activity in a teacher oriented presentation and worked to earn 200 points for that activity in Energy & Power. They have 300 points yet to earn in that area, and have to pick between 8 activities to earn the remainder of their points in that area. They can do a 200 point and a 100 point activity to complete it or they may decide their interest lies with three 100 point activities. The substitution activities are there to help toward the end of the 14 days that we are doing this. The requirement to substitute is that they can only do it once, and the activity that they are substituting has to be already checked out by another student.

Assessment Plan

Students know that they have to show the teacher the completed work before they can move on to the next activity. Students are checked into an activity and out of activities on the record card. The teacher needs to ask the students questions about the activity during the check in and out procedure to make sure that they completed all of the module activities. It is a good practice to write notes on student's evaluation sheets when they hand them in to help separate worksheets into activities completed and those that will not be entered in the spreadsheet that night because the student has something to complete yet.

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