



WORKFORCE
SOLUTIONS Capital
Area

Connecting People to Jobs

Educators in Action: Lesson Plans Crafted from Externship Experiences with Local Businesses

wfscapitalarea.com

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FROM OUR CEO

Workforce Solutions Capital Area (WFS) leads and governs the Travis County workforce system. We are a private, publicly-funded 501(c)(3) nonprofit responsible for the data-driven planning, oversight, and evaluation of talent development activities in Austin/Travis County. Simply put, we connect local people — youth and adults — to the most in-demand industries with quality jobs. We do this through an array of specialized services offered at no cost, including career training scholarships, apprenticeships, job search assistance, tailored business solutions, affordable, high-quality child care, and more.

Austin and the rest of the nation are dealing with a labor shortage. It's not a supply gap. We have the people. It's a skills gap which comes down to education. There aren't enough people trained for these in-demand roles.

To build up the local workforce, WFS strategically fills our local talent pipeline through K-12 outreach. In support of Austin's key industries and employers, we serve about 13,000 students annually, providing career exploration activities in and out of the classroom.

Here's why it matters: Only 12% of young adults without a credential, certification, or degree within six years of finishing high school have a chance of earning a living wage, according to research by our friends at E3 Alliance.

Our Educator Externship Program is a shining example of our K-12 efforts. Since 2019, this program has strengthened relationships with local school districts to connect with the next generation of skilled talent, supporting students in developing academic and technical skills required for the workforce. We link counselors, college and career advisors, and career and technical leaders with Austin area employers in in-demand industries and apprenticeship programs. During the externship, educators work alongside employers to learn about employability skills, company culture, and career pathways within the company. The teachers then develop industry-led lesson plans (such as this one) based on their experiences for use in the classroom. We also leverage funding from the Texas Workforce Commission and Region 13 Education Service Center to give stipends to each participating educator.

On behalf of WFS and our employer partners, thank you and your school for participating. And most importantly, thank you for showing our students the many pathways into higher-paying, in-demand jobs available to them in our region!

In partnership,



CEO, Workforce Solutions Capital Area



"In support of Austin's key industries and employers, we serve about 13,000 students annually, providing career exploration activities in and out of the classroom."

LEARN

New Skills

EARN

Good Money

MAKE A

Great Living

*Scan here, get
resources
to succeed*



wfscs.co/3p6GeZi

★ **CLIMB THE LADDER CTX**
Dedicated career exploration website for students, educators, parents, and employers

★ **WORK IN TEXAS**
Free job-search engine for jobs in Texas

★ **TARGETED OCCUPATIONS**
40+ occupations we award scholarships for training

★ **CAREER PROFILES**
100+ career profiles with labor market insights

★ **APPRENTICESHIPS NOW!**
Learn about local apprenticeship programs in Austin/Travis County

★ **WORKFORCE SOLUTIONS CAPITAL AREA**
Get more career info, message us, or find your nearest center and schedule an appointment with one of our advisors.

★ **UNION APPRENTICESHIP BOOK**
Learn about union-based building trades apprenticeship programs in Austin

TEXAS REALITY CHECK
See how much your living expenses will cost you in the future

DOL APPRENTICESHIP FINDER
Search for Department of Labor Registered Apprenticeship Programs in the U.S.

TEXAS CAREER CHECK
Explore careers, military jobs, and education options after high school

MY NEXT MOVE
Explore careers and complete an aptitude test

16 PERSONALITIES
Take a personality assessment to learn about the best career for you

O*NET
Explore careers and labor market data



■ Program Overview

The Summer Educator Externship Program connects counselors, college and career advisors and career and technical leaders with employers in-demand industries and apprenticeship programs in our region. With this opportunity, educators work alongside employers for three days to learn about employability skills, company culture, and career pathways within the company. Concluding the externship, teachers are required to create lesson plans based on their experiences, which they can then use in the classroom.

Why it matters: WFS' Educator Externship Program strengthens relationships with local school districts to connect with the next generation of skilled talent and support students in developing academic and technical skills required for the workforce.



ADVANCED MANUFACTURING



TEACHER NAME: MICHAEL SMITH

ISD: PFISD

EMPLOYER HOST: Senox Corporation

SUBJECT COURSE: Principles of Applied Engineering /
Level 1

TEKS: c4(b), c6(a,c,e), c7(b), c9(a-e)

LEARNING OBJECTIVES & GOALS: The student will work together in teams and will be given a project to design a sensor switch that will automatically turn off a machine if it detects an object entering a protected space.

The student is expected to:

- a. Follow the engineering design process steps, including optimization and trade-offs.
- b. Understand the importance of considering safety first when design/building a manufacturing product or process, while taking into consideration the impact on production.
- c. Decide if the design should be an open or closed loop system.
- d. Understand the role, functionality, and limitations of sensors.
- e. Understand how to program a programmable logic controller to take the signal from the sensor to operate the switch.

RESOURCES/MATERIALS NEEDED: Power source, wires, Ultrasonic Sensors, Programmable Logic Controller (PLC), Alarm Buzzer/LED

KEY TERMINOLOGY: Ultrasonic Sensor, Programmable Logic Controller (PLC), Open Loop, Closed Loop, Optimization, Trade-offs

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

- A. Students will form teams of approximately 3 to 4 students and decide on the team lead, and other roles as necessary.
- B. Students will begin the engineering design process, starting with identifying the problem and its design constraints. All activities from this step forward will be documented in their engineering notebook.

C. Next, the students will begin brainstorming at least three designs for creating a manufacturing safety zone utilizing sensors to detect objects that enter the protected space. They will also decide if their system designs will include alarms and/or just simply shut down the manufacturing process. They will also need to decide if these are open (runs without feedback) or closed systems (adjusts to feed back).

D. From the three designs, they will then select the best one to build their prototype.

E. The students will utilize the programmable logic system, sensors and perhaps alarms to configure their design.

F. The students will then test their design and record and analyze their data. They will decide if they could make any changes, one at a time, to optimize their design, considering trade-offs that they decide to make within design constraints.

G. The students will utilize at least two design iterations before settling on the final product.

ASSESSMENT (IF APPLICABLE):

A. Students will create a slide presentation and present their project to the class. They will describe how their safety switch functions and describe how and why it was built this way.

B. They will outline and discuss each step of their design process, explain what decisions were made at each step and why.

C. Finally, they will demonstrate how the design works and answer questions from the class about their design.



Scan for the original
lesson plan

BUSINESS AND INDUSTRY
MANUFACTURING

COMPUTER CONTROLLED MACHINE TOOL OPERATOR

ANNUAL WAGES

ENTRY: \$43,500
MEDIAN: \$52,400
HIGH: \$56,900

HOURLY WAGES

ENTRY: \$20.92
MEDIAN: \$25.21
HIGH: \$27.33

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA OR
EQUIVALENT



THE AUSTIN MSA PROJECTS TO NEED OVER
957 CNC OPERATORS BY 2031. WILL THAT BE
YOU?

JOB DUTIES

- Operate computer-controlled tools, machines, or robots to machine or process parts, tools, or other work pieces made of metal, plastic, wood, stone, or other materials.
- Measure dimensions of finished workpieces to ensure conformance to specifications, using precision measuring instruments, templates, and fixtures.
- Mount, install, align, and secure tools, attachments, fixtures, and workpieces on machines, using hand tools and precision measuring instruments.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on activities.
- You have an attention to detail.
- You enjoy jobs that need achievements and efforts.
- You are an analytical thinker.
- You are persistent and have self-control.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 51-9161

O'Net, JobsEq, 2022

Career OneStop

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TEACHER NAME: CHRISTINA ALLGOOD

ISD: PFISD

EMPLOYER HOST: Tesla

SUBJECT COURSE: Professional Communications,
Career Prep.

TEKS: 130.110. (c)

LEARNING OBJECTIVES & GOALS: Students will be able to understand the difference between “hard skills” and “soft skills. Students will be able to practice active listening skills. Students will be able to give examples of soft skills and define them.

RESOURCES / MATERIALS NEEDED: Handout – Examples of Soft skills. The handout would need to be cut into cards for use in a partner/ group activity.

[Canva slide show presentation](#)

Access to computer/ presentation tools for slide show and video clips

Chromebooks with access to Canva or other slide show programs

Index cards – if not using computer for independent activity

KEY TERMINOLOGY: hard skills, soft skills, social currency

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

1. I attended an externship at TESLA, so I start by talking about my experience, but other counselors can vary the opener to fit their situation. Introduce the topic with the attached slide show.
2. Share information about TESLA and the training and apprenticeship programs by clicking on the link found in slides 2-4. Lead into the next slide of topics that were discussed during the TESLA presentations.
3. “What does it take to be a Great Candidate?” Slide 5/6 - The focus of this lesson is to learn about TESLA and the training skills needed to be a valuable candidate for employment. The words were just a few that I heard during the talks with TESLA associates. Touch on some of the terms that are presented on slide 5.
4. Slide 7 – Show the video that is included in the link
5. Slide 8 – Briefly define “interpersonal skills” and introduce the terms on the slide.
6. Slide 9 – Icebreaker Activity: Students will perform an “Active Listening” activity with a partner. Let students know that the questions on the slide are common mock interview

questions. Pair students randomly and have them ask each other a question from the slide. The students will practice their listening skills, then summarize to each other what they heard. After activity, ask students:

What did you notice about this activity?

What did you learn about yourself and your listening skills?

7. Slide 10 – “Think Pair Share” activity - Create and cut two sets at least of the word cards from the handout provided before this activity. Hand each student a card randomly at their desk. Have the students brainstorm what the soft skill means to them by writing about it in their journal. Then, when time is called, students will discuss the term with a partner or group. Students will find their partner or group by walking around quietly holding the card visibly in front of their forehead. Once the students find their partner or group, they will share their ideas and prepare to present their term and ideas to the class.

8. Homework: Students will each develop a slide on Canva or a platform provided by the teacher. It can also be completed on an index card without computer usage. The cards/ slides will be compiled to make a class set of “soft skills” that are crucial for success in the world of work.

9. Have students select their “soft skill” term from a list. Have the student research the soft skill term online. Student will make a slide on Canva or an index flashcard that includes the following:

- a. definition in you’re their own words
- b. clipart image or draw a picture that represents the soft skill.

10. Slide 12 – Show the examples

11. Slide 13 – Share the video from Workforce Solutions on YouTube about Soft Skills. This video can be broken down and used as daily warm up clips, as the presenter goes through several important soft skill terms and explains them.

ASSESSMENT (IF APPLICABLE): Students will each develop a slide on Canva or a platform provided by the teacher. It can also be completed on an index card without computer usage. The cards/ slides will be compiled to make a class set of “soft skills” that are crucial for success in the world of work.



Scan for the original
lesson plan

BUSINESS AND INDUSTRY
MANUFACTURING

INDUSTRIAL MACHINE MECHANIC

ANNUAL WAGES

ENTRY: \$42,600
MEDIAN: \$56,500
HIGH: \$70,000

HOURLY WAGES

ENTRY: \$20.50
MEDIAN: \$27.14
HIGH: \$33.63

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA OR
EQUIVALENT



THE AUSTIN MSA PROJECTS TO NEED OVER
2,790 INDUSTRIAL MACHINERY MECHANICS
BY 2031. WILL YOU BE ONE?

JOB DUTIES

- Repair, install, adjust, or maintain industrial production and processing machinery or refinery and pipeline distribution systems.
- Repair or maintain the operating condition of industrial production or processing machinery or equipment.
- Repair or replace broken or malfunctioning components of machinery or equipment.
- Disassemble machinery or equipment to remove parts and make repairs.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on activities.
- You like jobs that involve problem solving and technical solutions.
- You are dependable and take initiative.
- You have an attention to detail.
- You are an analytical thinker.
- You are persistent.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 49-9041

O'Net, JobsEq, 2022Q4

Wages for Austin MSA

Prepared by Workforce Solutions Capital Area

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TEACHER NAME: HECTOR PINON

ISD: Austin ISD

EMPLOYER HOST: Tesla

SUBJECT COURSE: Advance Automotive I

TEKS: §130.449

(3) The student knows the technical knowledge and skills that form the knowledge of automotive services. The student is expected to: (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins.

(5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to: (D) service and repair electrical and electronic systems.

LEARNING OBJECTIVES & GOALS:

Students will know: The importance of electronics in modern vehicles, focusing on areas such as engine control, safety systems, entertainment, and communication.

Students will understand: Effective troubleshooting and problem-solving.

Students will be able to: Successful construction of a functional circuit.

RESOURCES/MATERIALS NEEDED: Handouts or worksheets, Basic automotive electronic components, Fuses, relays, sensors, wire, light bulbs, Multimeter and leads, safety gloves, goggles, Access to an automotive vehicle, Schematic.

KEY TERMINOLOGY: engine control, safety systems, vehicle performance, emissions, sensors, actuators, control modules, wiring harnesses.

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Introduction to Automotive Electronics (Day 1)

Step 1: Engage

- Begin the class by showing a short video or displaying images of modern cars and their advanced electronic features.
- Ask students to discuss and share their observations about the electronics they noticed in the vehicles.

Step 2: Lecture/Discussion

- Explain the importance of electronics in modern vehicles, focusing on areas such as engine control, safety systems, entertainment, and communication.
- Discuss the impact of electronics on vehicle performance,

fuel efficiency, and emissions.

- Introduce key automotive electronic components, such as sensors, actuators, control modules, and wiring harnesses.
- Use visual aids, diagrams, or videos to illustrate the role of each component.

Step 3: Activity - Component Identification

- Distribute a handout or worksheet with images of various automotive electronic components.
- In pairs or small groups, ask students to label and describe each component.
- Review the answers as a class, discussing the function and application of each component.

Step 4: Demonstration - Basic Electrical Circuits

- Introduce the basic principles of electrical circuits, including voltage, current, and resistance.
- Use a whiteboard or projector to illustrate circuit diagrams, explaining series and parallel connections.
- Perform a simple circuit demonstration using a battery, wires, and a light bulb, emphasizing the flow of current and the role of switches.

Step 5: Activity - Circuit Building

- Provide students with basic circuit components (e.g., wires, switches, bulbs) and a small breadboard.
- In pairs, ask students to construct a simple circuit and test its functionality.

ASSESSMENT (IF APPLICABLE):

Component Identification Worksheet: Provide a handout or worksheet with images of various automotive electronic components. Students are required to label and describe each component. This assessment will test their understanding of the different components and their functions.

Circuit Building: Assign students to construct a simple circuit using provided components like wires, switches, and bulbs. Assess their ability to follow circuit diagrams, connect the components correctly, and demonstrate a functional circuit.



Scan for the original
lesson plan

TEACHER NAME: CARL SEAGREN

ISD: Austin ISD

EMPLOYER HOST: Airborn Inc.

SUBJECT COURSE: Engineering Science Advanced

TEKS: 1: B, C & D

LEARNING OBJECTIVES & GOALS: (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(B) show the ability to cooperate, contribute, and collaborate as a member of a group in an effort to achieve a positive collective outcome;

(C) present written and oral communication in a clear, concise, and effective manner;

(D) demonstrate time-management skills in prioritizing tasks, following schedules, and performing goal-relevant activities in a way that produces efficient results;

RESOURCES/MATERIALS NEEDED: List of common soft & hard skills that employers in the 21st century expect of future hires.

See any of the following websites:

1. <https://www.rasmussen.edu/student-experience/college-life/21st-century-skills/>
2. <https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/>

3. <https://www.indeed.com/career-advice/career-development/21st-century-skills>

KEY TERMINOLOGY: Soft Skills, Hard Skills

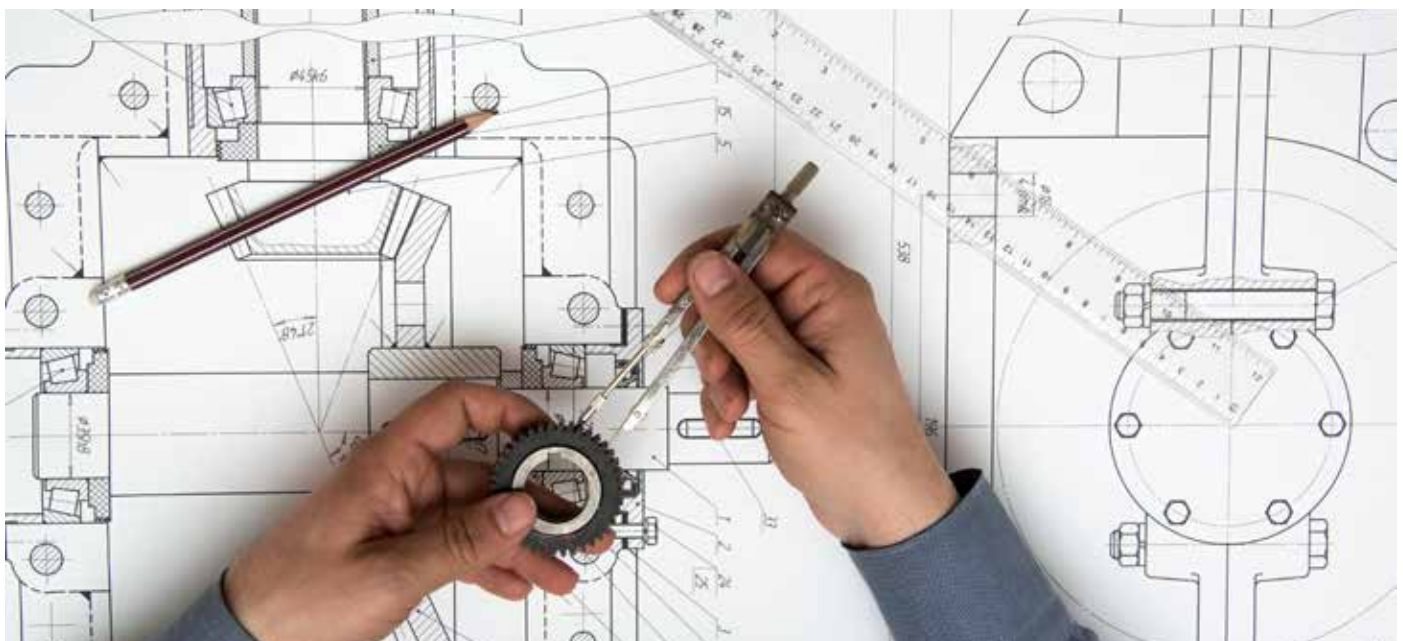
LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

1. Class discuss what are "skills"? What makes some "soft and others "hard?" Where are these skills developed in life?
2. Students group lists of skills into "Soft" & "Hard" categories.
3. Pair up and compare lists and work out differences
4. Pair joins with two other pairs and review lists.
5. Class goes over lists and establish "Soft" & "Hard" groups.
6. Student complete a "timetable" showing when these skills may be learned and improved upon.

ASSESSMENT (IF APPLICABLE): Students are to create a time line showing where (in the past and future) these skills are developed, such as grade levels, classes, jobs, sports, etc.



Scan for the original
lesson plan



TEACHER NAME: AUDREA MOYERS

ISD: Austin ISD

EMPLOYER HOST: Airborn Inc.

SUBJECT COURSE: Engineering Design & Presentation

TEKS: (9) The student designs products using appropriate design processes and techniques. The student is expected to:

(A) interpret engineering drawings;

(B) identify areas where quality, reliability, and safety can be designed into a product;

LEARNING OBJECTIVES & GOALS:

The student will be able to...

Read a technical drawing for material and dimensional information, Use precision measuring tool accurately, Record measurements with appropriate precision.

RESOURCES/MATERIALS NEEDED: Class set of examples of manufactured product with corresponding technical drawings with dimensions, tolerances, and material notes.

Calipers (one per team of students), micrometers, metal rulers, magnifying glasses

Collection of small electronic parts from a variety of sources, including toys, remote controls, small appliances, medical devices, etc. Note: for class 3 electronics, you might need to indicate the use of the part or use images if no parts are available

KEY TERMINOLOGY: Various measurement units, caliper, tolerances

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Use the company's product catalog (available online) to examine one or more connectors.

Ask: Who is the target audience for these technical documents? [the customer, which is often a company like Boeing or NASA rather than an end-user]

What kind of information is provided? [discuss all answers]

What kinds of drawings are used? [multiview projection for dimensioned views, isometric for reference only]

Review aspects of the drawings, as necessary, particularly related to dimensioning, tolerances, tables, and notes.

Give each student team a manufactured product (connector) to analyze. Students also need access to measuring tools—either per team or shared among the class.

Give each student (or have them find in the provided online catalog) the technical specifications corresponding to the parts they are analyzing. (See note at end on differentiation if not all parts are identical.) Briefly review the assignment instructions and steps.

Students work in small teams to perform dimensional and quality analysis on the provided product/connector. Observe student teams as they work, monitoring tool use and answering questions as necessary. Stress the importance of both accuracy and precision for all measurements.

ASSESSMENT (IF APPLICABLE):

Formative: check in with student teams as they work to answer questions about difficult measurements or notes; partway through the work, ask students to share questions and answers to specific steps with the whole class; address misconceptions as they occur for individual team or the whole class

Summative: assess the work for completion, accuracy, and precision; return work promptly and provide an opportunity to correct work that is not passing

=====



Scan for the original
lesson plan

BUSINESS AND INDUSTRY
MANUFACTURING

CERTIFIED PRODUCTION TECHNICIAN

ALSO KNOWN AS A INSPECTOR, SAMPLER, WEIGHER, SORTER

ANNUAL WAGES

ENTRY: \$29,500
MEDIAN: \$41,300
HIGH: \$55,100

HOURLY WAGES

ENTRY: \$14.18
MEDIAN: \$19.84
HIGH: \$26.48

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA
OR CERTIFICATE

THE AUSTIN MSA PROJECTS TO NEED OVER
5,244 CERTIFIED PRODUCTION TECHNICIANS
BY 2032. WILL YOU BE ONE?

JOB DUTIES

- Work as part of a team having responsibility for assembling an entire product or component of a product.
- Perform quality checks on products and parts.
- Review work orders and blueprints to ensure work is performed according to specifications.
- Rotate through all the tasks required in a particular production process.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on, problems and solutions.
- You like to work with your hands or work with machines.
- You have an attention to detail.
- You are dependable/cooperative.
- You have self control.



**SCAN TO WATCH A VIDEO ABOUT
MANUFACTURING IN AUSTIN**



Data Sources

SOC: 51-9061

O'Net, JobsEq, 2022

Video from ARMA

Prepared by Workforce Solutions Capital Area

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TEACHER NAME: C. MALDONADO

ISD: AISD

EMPLOYER HOST: Dover Fueling Solutions

SUBJECT COURSE: Principles of Manufacturing

TEKS: §130.352

LEARNING OBJECTIVES & GOALS: Students will be able to:

- (A) identify and comply with appropriate dress for manufacturing activities;
- (B) demonstrate positive work behaviors and personal qualities such as punctuality;
- (C) demonstrate the ability to work in teams such as developing work schedules and measuring team performance;
- (D) identify federal laws and rules applicable to the workplace and enforcement agencies such as the Equal Employment Opportunity Commission and the Occupational Safety and Health Administration (OSHA).

RESOURCES / MATERIALS NEEDED: Chromebook, notes on blend, Videos on bend, Notes on word, Notes on PowerPoint, Paper: FAST problem Solving assignment

KEY TERMINOLOGY: Safety, soft skills, accountability, quality control

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Warm Up: Anticipated Time: 10min

Explanation: first two high thinking questions Check for Understanding: I will encourage the students to participate in the discussion. Will provide positive feedback.

Introduction/Anticipatory Set: Anticipated Time: 15min

Explanation: we will talk about OSHA and SDS Check for Understanding: I will ask the students to talk about OSHA and what categories are found on an Safety Data Sheet on a chemical.

Input/Instruction: Anticipated time: 15min

I will talk about the different types of Basic skills and academic skills Check for understanding: I will ask the students what are some basic and academic skills, and how do we apply those skills at work . Will provide positive feedback.

Modeling (I Do): Anticipated Time: 20 min

Explanation: I will demonstrate how to use those basic and academic skills. Check for Understanding: I will play a powerpoint presentation with proper attire at this manufacturer and how to read the instruction template.

Guided practice (We Do): Anticipated Time: 15 min

Explanation: (Will refer to the 3rd high level question) I will demonstrate videos of different scenarios of how to interact at work, how to follow/read instructions on how to build the item, and the quality control test before it goes to the next level. Check for Understanding: I will have students build something by following a short list of instructions.

Independent Practice (You do): Anticipated Time: 15 min

Explanation: students will solve a scenario by doing a FAST problem-solving template (F= find the problem, A= Asses the cause of the problem, S= Select solutions or ideas, T= Trystrom, actions needed). Check for Understanding: I will walk around the classroom to make sure students are talking about it and writing on their templates.

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original lesson plan

BUSINESS AND INDUSTRY

MANUFACTURING

MACHINIST

ANNUAL WAGES

ENTRY: \$34,300
MEDIAN: \$51,300
HIGH: \$61,900

HOURLY WAGES

ENTRY: \$16.51
MEDIAN: \$24.64
HIGH: \$29.76

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA
OR ON THE JOB
TRAINING

THE AUSTIN MSA PROJECTS TO NEED OVER
2,349 MACHINISTS BY 2031. WILL YOU BE
ONE?

JOB DUTIES

- Set up and operate a variety of machine tools to produce precision parts and instruments out of metal.
- Includes precision instrument makers who fabricate, modify, or repair mechanical instruments.
- Calculate dimensions or tolerances, using instruments, such as micrometers or vernier calipers.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on, problems and solutions.
- You like to work with your hands or work with machines.
- You have an attention to detail.
- You are innovative and have are an analytical thinker.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**

i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources

SOC: 51-4041

O'Net, JobsEq, 2022Q4

Wages for Austin MSA

Prepared by Workforce Solutions Capital Area

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HEALTHCARE



TEACHER NAME: JESSICA GOOGINS

ISD: Austin ISD

EMPLOYER HOST: Austin Public Health

SUBJECT COURSE: AVID / College and Career Readiness

TEKS: 127.2. Career and College Exploration.

- Analyze the educational requirements, skills, and certifications associated with specific careers.
- Investigate the job outlook, potential earnings, and growth opportunities for different careers.
- Compare and contrast the advantages and disadvantages of different career paths.

LEARNING OBJECTIVES & GOALS:

- 1.) Identify and describe various career options available in the health care and government industries.
- 2.) Understand the educational and skill requirements for different careers in these industries.
- 3.) Explore the roles and responsibilities of professionals in the health care and government sectors.
- 4.) Compare and contrast different career paths within these industries, such as medical professions, public health, policymaking, law enforcement, and civil service.
- 5.) Evaluate the impact of health care and government professions on society, including their role in public service and community development.
- 6.) Reflect on personal interests, strengths, and values to make informed decisions regarding future career pathways in health care or government.

RESOURCES / MATERIALS NEEDED: Chromebooks / Computer access, Questions on worksheet printed or available on Google Doc below.

Assignment link:

[Exploring Careers in Health Sciences - APH](#)

KEY TERMINOLOGY: Career path, soft skills, hard skills, research

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Students will brainstorm, as a class, careers that they know are related to the health sciences field. We will then talk about what types of skills and educational backgrounds are needed for these positions. Then the teacher may pair students with a randomized system (Uno Card colors, numbered off, etc.) or allow free choice of partners to begin the Exploration in Health

Sciences Assignment. Closure (Recap at the very end of class): Student pairs/trios will close with a short presentation of one new career learned from the research today and will highlight the skills, education and background needed for this career. As an exit ticket students will have to tell me one fact from another group's presentation.

ASSESSMENT (IF APPLICABLE): Students will complete this assignment with a final product of one new career they learned about to share with the class and explain the skills/school requirements and duties. Students will also be graded for proper completion to prove comprehension of online inquiry skills.



Scan for the original lesson plan



Scan here for the assignment link

PUBLIC SERVICE
HEALTH SCIENCE

DENTAL ASSISTANT

ANNUAL WAGES

ENTRY: \$30,000
MEDIAN: \$41,600
HIGH: \$54,100

HOURLY WAGES

ENTRY: \$14.44
MEDIAN: \$19.98
HIGH: \$26.01

**EDUCATION
AT ENTRY LEVEL**

ASSOCIATES
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
3,916 DENTAL ASSISTANTS BY 2031. WILL
YOU BE ONE?

JOB DUTIES

- Equipment preparation and sterilization, preparing patients for treatment, assisting the dentist during treatment, and providing patients with instructions for oral healthcare procedures.
- Perform administrative duties such as scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes.

YOU WILL THRIVE IN THIS POSITION IF...

- You are a team-player
- You have attention to detail
- You have integrity
- You are dependable
- You have self control
- You are empathic



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources

SOC: 31-9091

O'Net, JobsEq, 2021

Texas Workforce Commission, 2021

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TEACHER NAME: J. HARMON

ISD: Austin ISD

EMPLOYER HOST: BS&W, St. David's, Austin
Community College

SUBJECT COURSE: Applied Nutrition & Dietetics

TEKS: 10A Identify and describe the mission of professional organizations related to nutrition and dietetics.

10B Describe licensure/certification levels and qualifications required for various industry occupations.

10C Connect careers associated with different levels of post-secondary education and training.

6A. Analyze jobs and preparation requirements for careers in nutrition and food occupations.

6B. Analyze personal qualifications, interests, values, and educational preparation necessary for employment in a career in nutrition and food.

6D. Compare personal goals to career opportunities within food areas.

LEARNING OBJECTIVES & GOALS: Students will use self-assessments to identify career interests then research career profiles to set a career goal. Students will share their career goal with their table group and explore local opportunities to set 3 steps to ensure they are on the path to their chosen career.

RESOURCES/MATERIALS NEEDED:

KEY TERMINOLOGY:

Lesson Plan (intro, activity, closure): On a scale of 1 - 10 (10 being the most important) how important is having a career that you enjoy? As an adult if you hate your job what areas of your life are impacted?

Use the slides [Career Exploration](#) to complete the 5 E's:

Explore – Have students explore their career interests and create a short list of 3 jobs using their choice of these resources: [Texas Career Check Interest Profiler](#), [The O*NET Interest Profiler](#), or [Holland Code Quiz](#).

Explain – They will then choose one or more of these resources: [Work in Texas occupation search](#), [WFS Career Profiles](#), or [Texas Career Check compare occupations](#) to focus on one career.

Elaborate – They will share the career and explain why the career fits them with their tablemates. When students are listening to the table share they will choose one presentation to take notes on.

Evaluate – Students will plan 3 steps to meet their career goal by evaluating local opportunities.

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan



PUBLIC SERVICE
HEALTH SCIENCE

EMERGENCY MEDICAL TECHNICIAN

ANNUAL WAGES

ENTRY: \$31,600
MEDIAN: \$48,000
HIGH: \$79,400

HOURLY WAGES

ENTRY: \$15.20
MEDIAN: \$23.07
HIGH: \$38.15

EDUCATION AT ENTRY LEVEL CERTIFICATION



THE AUSTIN MSA PROJECTS TO NEED OVER
1,135 EMERGENCY MEDICAL TECHNICIAN BY
2031. WILL YOU BE ONE?

JOB DUTIES

- Administer first aid treatment or life support care to sick or injured persons in prehospital settings.
- Assess nature and extent of illness or injury to establish and prioritize medical procedures.
- Attend training classes to maintain certification licensure, keep abreast of new developments in the field, or maintain existing knowledge.

YOU WILL THRIVE IN THIS POSITION IF...

- You are compassionate
- You have interpersonal skills
- You have great listening skills
- You have physical strength
- You have problem-solving skills and speaking skills



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**

i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources
SOC: 29-2042

O'Net, JobsEq, 2021

Texas Workforce Commission, 2021

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TEACHER NAME: K. MURPHY

ISD: Del Valle ISD

EMPLOYER HOST: BS&W, St. David's, Austin Community College

SUBJECT COURSE: Careers in Healthcare

TEKS: (7) The student describes industry requirements necessary for employment in health science occupations. The student is expected to:

(A) research education, certification, licensing, and continuing education requirements and salary related to specific health science careers;

LEARNING OBJECTIVES & GOALS: Students will research various careers in healthcare and create a personal goals and growth plan.

RESOURCES / MATERIALS NEEDED: Chromebook, Graphic Organizer, Pen/Pencil

KEY TERMINOLOGY: occupations, certification, licensing

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

QSSSA- What are things that you are looking for in a career?

Give students a graphic organizer to fill out with boxes including education requirements (including certifications, licensing, and continuing education), amount of school required, hours or schedule, salary, upward mobility, cost of the schooling necessary, and programs available to help. Offer

various websites that have this information so that students can research. Students research and fill out their graphic organizers and then answer questions about which industries interest them most.

Option 2: Instead of having students fill out the graphic organizer individually. Have students work in small groups to create a poster about one of the career pathways in healthcare. Then do a gallery walk where students decide which opportunities interest them most and record that information and then have them complete the reflection.

Challenge: Contact a service, school, or enroll for a volunteer opportunity in the fields that most interest you and set up a time to shadow or volunteer so that you get a better idea of whether you are interested. Create a personal goals and growth plan for yourself and write it down.

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan



TEACHER NAME: DORI SMITH

ISD: Pflugerville ISD

EMPLOYER HOST: BS&W, St. Davids, Austin
Community College

SUBJECT COURSE: Health Science

TEKS: §130.233 (a)(b)1-8(c)4(A-C)9(A-B)

LEARNING OBJECTIVES & GOALS:

1. Student will be able to define what a vital sign is.
2. Student will be able to define each section of vital signs including blood pressure, pulse (heart rate), respiratory rate, SpO2, and oral temperature.
3. Student will be able to identify and define each tool needed for completion of vital signs including stethoscope, sphygmomanometer, oral thermometer, and a pulse oximeter.
4. Student will demonstrate appropriate use of an analog clock to time respiratory rates and pulses (heart rates).
5. Student will demonstrate ability to collect a complete set of vitals including blood pressure, pulse (heart rate), respiratory rate, SpO2 and oral temperature.
6. Student will demonstrate understanding of vitals signs normals as well as identify interventions needed if abnormal results are obtained.

RESOURCES/MATERIALS NEEDED: Vitals ppt, B/P ppt, Vitals collection WS, sphygmomanometers, thermometers, SpO2, stethoscopes, oral thermometers, thermometer covers, alcohol pads, analog clocks, teaching stethoscope (dual earpieces to allow B/P check)

KEY TERMINOLOGY: Vital Signs, Stethoscope, Respiratory Rate, Blood Pressure

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Vitals ppt - explain each one and the process to follow with collection:

B/P ppt - practice identifying systolic and diastolic sounds as group practice.

Discuss and demonstrate each tool (stethoscope, sphygmomanometer, oral thermometer, pulse oximeter, analog clock) - include different measures for RR and HR.

- If heartbeat is regular
 - count for 15 secs x 4
 - count for 30 secs x 2
 - count for 60 secs x 1
- If heartbeat is irregular
 - count for 60 secs x 1

Walk through one complete set of vitals for student observation.

Complete 4 sets of vitals - each one a different partner

- Record each collected vital sign on form provided
- Utilize analog clock/watch to monitor RR and HR counts

ASSESSMENT (IF APPLICABLE): Teacher monitor collection of vital set (utilize teaching stethoscope)



Scan for the original
lesson plan



TEACHER NAME: MELISSA ALMARAZ

ISD: Manor ISD

EMPLOYER HOST: BS&W, St. David's, Austin
Community College

SUBJECT COURSE: Veterinary Medical Applications

TEKS: 1.B.iii; 1.B.iv; 1.D.i; 1.D.ii

LEARNING OBJECTIVES & GOALS:

1. To examine the necessary skills required to be successful in the workplace.
2. To define employability.
3. To learn the parts of employability.
4. To learn employability skills.

RESOURCES/MATERIALS NEEDED: Canva

Presentation, List of employment in Travis and surrounding counties within the veterinary field and health care field, List of colleges and universities that offer education for the veterinary field and healthcare field, Copies of employer information, Chromebook

KEY TERMINOLOGY: Employability, continuing education, certification, licensing



LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Divide the class into groups of three or four. Groups will discuss the following scenario:

Imagine a friend comes to you with a problem and asks for your help. Your friend is an employee at a mid-sized company who needs to learn how to be a better team member and how to work closely with his/her manager. In the past the two employees have had differing opinions on how things should be handled and have had several heated confrontations in front of the other team members. In an effort to show he/she can be a positive team member, he/she has asked the group to help them create a list detailing the interpersonal skills which should be developed to effectively work with the manager. Using all available resources, groups should create a list of at least 10 skills which would help their friend in this situation. Once the list is created, groups should develop a short skit which will show their friend how to effectively use the interpersonal skills when working with his/her manager. Remind groups to attach a citation sheet listing all sources used to their skit script.

ASSESSMENT (IF APPLICABLE): Using all available resources, students will research and select a career in veterinary medicine or health care that they are interested in learning more about and conduct additional research and gather the following information:

- Name of career.
- What preparation requirements are necessary? (education, specialized training, certifications, licensure, etc.)
- What continuing education opportunities are available in the career field to ensure advancement and lifelong learning?
- What is the importance of extended learning experiences and preparation in the career field?

Using the information, students will create a checklist which will help them prepare for the career they selected. Students should attach a citation sheet listing all sources used and turn in their checklist. All sources used must be credible sources.

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Scan for the original
lesson plan

PUBLIC SERVICE

HEALTH SCIENCES

NURSING ASSISTANT

ANNUAL WAGES

ENTRY: \$29,700
MEDIAN: \$33,200
HIGH: \$37,200

HOURLY WAGES

ENTRY: \$14.30
MEDIAN: \$15.98
HIGH: \$17.90

EDUCATION AT ENTRY LEVEL

CERTIFICATION



THE AUSTIN MSA PROJECTS TO NEED OVER **8,926** NURSING ASSISTANTS BY 2031. WILL YOU BE ONE?

JOB DUTIES

- Provide or assist with basic care or support under the direction of onsite licensed nursing staff.
- Perform duties such as monitoring of health status, feeding, bathing, dressing, grooming, toileting, or ambulation of patients in a health or nursing facility.
- May include medication administration and other health-related tasks. Includes nursing care attendants, nursing aides, and nursing attendants.

YOU WILL THRIVE IN THIS POSITION IF...

- You have attention to detail
- You are dependable
- You have integrity
- You have self control
- You have the ability to handle stress
- You are empathic
- You are adaptable/flexible



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



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Data Sources

SOC: 31-1131

O'Net, JobsEq, 2022

Career OneStop

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PUBLIC SERVICE
HEALTH SCIENCE

MEDICAL ASSISTANTS

ANNUAL WAGES

ENTRY: \$28,500
MEDIAN: \$35,600
HIGH: \$46,700

HOURLY WAGES

ENTRY: \$13.72
MEDIAN: \$17.13
HIGH: \$22.47

EDUCATION AT ENTRY LEVEL

CERTIFICATION



THE AUSTIN MSA PROJECTS TO NEED
OVER **8,605** MEDICAL ASSISTANTS BY 2031.
WILL YOU BE ONE?

JOB DUTIES

- Record patients' medical history, vital statistics, or information such as test results in medical records.
- Prepare treatment rooms for patient examinations, keeping the rooms neat and clean.
- Interview patients to obtain medical information and measure their vital signs, weight, and height.

YOU WILL THRIVE IN THIS POSITION IF...

- You have attention to detail
- You are dependable
- You have integrity
- You have self control
- You have the ability to handle stress
- You are empathic



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



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Data Sources

SOC: 31-9092

O'Net, JobsEq, 2021

Texas Workforce Commission, 2021

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TEACHER NAME: JOSE CRUZ

ISD: Austin ISD

EMPLOYER HOST: Austin Public Health

SUBJECT COURSE: Health Science Theory

TEKS: (5) The student relates appropriate information to the proper authority in a simulated classroom setting.

A. Identify and retrieve reportable information.

B. Report simulated information according to facility policy.

(7) The student describes academic requirements necessary for employment in the health science industry.

(B) Examine employment procedures for a specific health science career.

LEARNING OBJECTIVES & GOALS: Students will be able to explain how background checks within the healthcare industry help promote safe hiring practice for the following reasons:

- Verify applicants are qualified.
- Protect patients and staff
- Encourage honesty

RESOURCES/MATERIALS NEEDED: Chromebook/Laptop/Electronic Device, Pen & Paper, Black Ink Pad, Fingerprint Worksheet

KEY TERMINOLOGY: Comprehensive check, Comprehensive databases, jurisdiction, Convictions, Vulnerable populations, Verification, Qualifications, Disqualified, Professional License, Certifications, Assault, Battery, Fraud,

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Do Now (5 Mins), Professionalism Exploration Task (20 mins), Small Group Discussion (10mins), Background Check Guidelines (15 mins), FingerPrint Activity(20 mins), Check for Understanding (20 mins)

Small Group Activities:

Discussion: Spend time comparing career paths with fellow classmates to find similarities and differences in characteristics & qualities.

Background Check Guidelines:

Within your small group, generate a comprehensive list of information required to be provided in a background check for prospective healthcare professionals.

Fingerprint Activity:

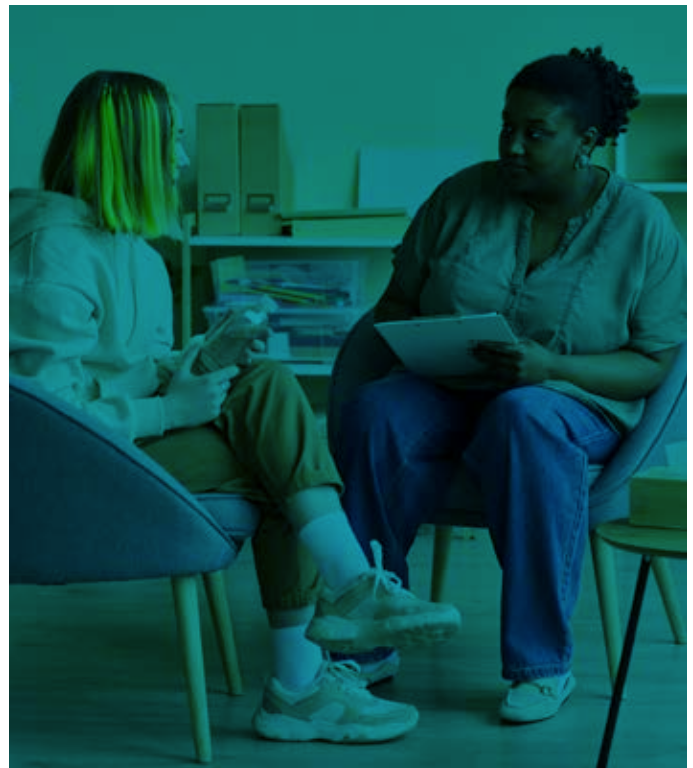
Student Instructions:

- Press their thumb lightly on an ink pad, making sure to cover the whole fingertip.
- Place their ink covered thumb on a Fingerprint Worksheet.
- Lift your thumb off the paper to see the thumbprint.
***Rolling or sliding the fingertip results in a fuzzy fingerprint.
- Complete the above steps for each finger.
- Compare their own print to the three classmates
- If time allows, complete for each finger and see how the patterns compare and contrast between finger of the same hand

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan





TECHNOLOGY



TEACHER NAME: ROGER MORGAN

ISD: Austin ISD

EMPLOYER HOST: Q2 Banking

SUBJECT COURSE: Practicum of Information Technology

TEKS: §130.132. Principles of Business, Marketing, and Finance; (9) The student understands the fundamental principles of money. The student is expected to: (E) explain legal responsibilities associated with financial exchanges; (i) explain legal responsibilities associated with financial exchanges

LEARNING OBJECTIVES & GOALS: Students will understand the role of commercial banking platforms in the business world, explore the importance of data security in online banking, and discover potential career options in the banking industry.

RESOURCES/MATERIALS NEEDED: Chromebook, PowerPoint Presentation, Reflection Worksheet

KEY TERMINOLOGY: financial technology, commercial banking, data security, financial analyst, risk manager, relationship manager, information security specialist

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Introduction (10 minutes):

- Begin the class by discussing the role of commercial banking platforms in the business world. Explain how businesses use these platforms for various financial transactions, such as managing accounts, processing payments, and accessing lending services.
- Introduce the objective for the lesson: to understand the significance of commercial banking platforms, the importance of data security, and explore career options in the banking industry.

Commercial Banking Platforms and Their Functions (20 minutes):

- Provide a brief presentation or handout highlighting the key functions of commercial banking platforms. Discuss topics such as business account management, loans and credit facilities, merchant services, and cash management.
- Explain how these platforms help businesses streamline their financial operations, enhance efficiency, and improve cash flow management.

Exploring Career Options in Banking (30 minutes):

- Provide students with resources such as career guides,

industry reports, and job listings to explore the diverse career options within the banking sector.

- Ask students to research and present on different banking roles, such as commercial banker, financial analyst, risk manager, relationship manager, and information security specialist.
- Encourage students to discuss the educational requirements, skills, and responsibilities associated with these roles. Emphasize the growing demand for professionals with expertise in financial technology (fintech) and cybersecurity in the banking industry.

Summary and Reflection (10 minutes):

- Summarize the key takeaways from the lesson, highlighting the importance of commercial banking platforms in facilitating business transactions, the significance of data security, and the range of career options available in the banking industry.
- Engage the students in a class discussion about the skills they believe are essential for pursuing a career in banking, particularly in the context of data security and technology.
- Assign a brief written reflection for students to share their reflections on the lesson, including their interests in banking careers and steps they can take to enhance their knowledge and skills in the field.

ASSESSMENT (IF APPLICABLE):

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Scan for the original
lesson plan

BUSINESS AND INDUSTRY INFORMATION TECHNOLOGY

COMPUTER SUPPORT SPECIALISTS

ANNUAL WAGES

ENTRY: \$39,600
MEDIAN: \$52,800
HIGH: \$70,000

HOURLY WAGES

ENTRY: \$19.05
MEDIAN: \$25.41
HIGH: \$33.65

EDUCATION AT ENTRY LEVEL

SOME COLLEGE
OR ASSOCIATE'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
12,398 COMPUTER USER SUPPORT
SPECIALISTS BY 2031. WILL YOU BE ONE?

JOB DUTIES

- Answer user inquiries regarding computer software or hardware operation to resolve problems.
- Oversee the daily performance of computer systems.
- Read technical manuals, confer with users, or conduct computer diagnostics to investigate and resolve problems or to provide technical assistance and support.

YOU WILL THRIVE IN THIS POSITION IF...

- You like working on practical, hands-on problems and coming up with solutions.
- You have a high stress tolerance.
- Analytical thinking is a strong suit.
- You have strong attention to detail.
- You are dependable and have integrity.
- You are adaptable/flexible.
- You can cooperate on a team.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 15-1232

O'Net, JobsEq, 2022Q4

Wages are for Austin MSA

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TEACHER NAME: ADRIANA LARA

ISD: Elgin ISD

EMPLOYER HOST: Q2 Banking

SUBJECT COURSE: Computer Science I,II, III, Tech or Mobile Apps, Graphic Design Classes

TEKS:

(1) Critical thinking, problem solving, and decision making. The student uses appropriate strategies to analyze problems and design algorithms. The student is expected to:

(A) use program design problem-solving strategies to create program solutions;

(E) identify reusable components from existing code;

(F) design a solution to a problem;

(G) code a solution from a program design;

LEARNING OBJECTIVES:

Content Objective: I will create a tech app that can help people or a company by researching and utilizing my knowledge of programming/coding/ digital media to showcase my product to the class.

Language Objective: I will collaborate with my group members to create an app and design a website with information about my app and company to present to the class.

Summary: This lesson will help students create an app and a fictional company profile for their app. They will have to work collaboratively to create each part. It also contains a research aspect. You can include programming skills if your course you teach includes it. This lesson can help students work on soft skills such as communication, teamwork, time management, peer review, asking questions, and research. They can also apply their knowledge and skills from technology to create and present their project.

RESOURCES/MATERIALS NEEDED: computers or technology for research, paper, pencil, posters (if not creating digitally).

Activity: Engage: can be done as an extended warm up. Can use externship to use Q2 as an example.

1. List 3-5 useful apps that you or your parents use that help you in your daily lives?
2. TPS with a partner and compile the 2 you feel are most helpful.

3. Be ready to discuss why they are the top 2.

4. After compiling a full class list, discuss with the class if there are any overlaps (apps that do the same thing just named different things) Discuss reasons why these apps are so important to daily life?

Part 1 of Activity: 1 -2 Day Research

Can be done in groups or partners, depending on how many company apps you want them to research.

Choose 1 or 2 of these apps to have students research the company's website/app profile behind them.

You can have them create formal or informal research notes on Slides, Docs, or Keynote to share to peers.

Main research items for the students:

- Name of company
- Name of app
- Photos of website attributes and product
- Do they only produce the app you are researching?
 - Do they create other apps? What kinds of apps do they produce?
- Cost of app? If it is Free do they have paid versions available?
 - Benefits of paid versions or upgrades?
- Who is their target market?
- How do they market their apps? (Only online, Television, radio, other websites, marketplace stores?
- Is their website easy to navigate? What are some glows and grows you feel about their website?
- Career aspects HR, Hiring, Management profile or layout, pay, etc. (depending on your TEKS and time, you can elaborate this more for your students or less)

Part 2 of Activity: 1-2 Days

Students will share their findings, formally or informally. They can take notes of each other's company profiles.

Break students into groups based on your size preferences.

Students will create an app they feel is useful to a person's daily life. Can be similar to one of the ones researched but has to have extra qualities that make the app better than what is on the market already.

Have groups begin brainstorming ideas.

Part 3 of Activity: App Project Creation: 4-5 Days depending

on students level of coding/digital media production

Groups will begin creating their app: Depending on the class you teach and the level of programming and coding you can get very detailed or just surface level creation.

Give each student or pair of students' job roles:
(they can pick or you assign)

- Programmer: Create the app using coding skills or digital skills to show what app does (knows how app works and processes (storage, tech features, etc)
- HR: Company profile and information
- Marketing team: website development
- Management or supervisor: Time keeper, progress checking, can help all roles, team leader, can also help organize all materials for class presentation.

Project Requirements

- Explain how your app will work
- What are the benefits
- What will it look like- Students can create their app if your students have programming skills.
- Sketch on paper or create a digital design of the product's interface and different features
- On slides explain how the input, process, storage and output will work.
- What technology features are to be used (sensors, GPS, etc) Compare your app to similar apps.
- Create a web page to Market your product (advertise, price, customer reviews)

See sample rubric on next page

- Company Profile:
- What departments are needed for your company to be successful?
- Management/leadership structure
- Specific job positions and certifications/skills/or experience necessary for each position
- Pay for each position or department
- How do your departments work? Independent, group/team, open or closed concept?

Part 4 of Activity: 1-2 Days depending on how many groups you have Students will share their apps to the class. They can

pretend their classmates are their target market/audience to sell their product or recruit employees.

Part 5 of Activity: 1 Day Independent can discuss as a group prior or writing their own reflections

Project reflection:

- How did assigning project/job roles make your project completion easier or harder?
- Recall and list at least 3 pros and 3 cons of your job role.
- Is there a different job role you would have rather done? Explain.
- Based on this activity, why are teamwork and collaboration skills important in a company?
- List at least 2 certifications and at least 4 job skills you feel are most important for you to be successful to work in a tech company? Explain the importance of each.

KEY TERMINOLOGY: Programming, Coding, Digital Media



Scan for the original
lesson plan

BUSINESS AND INDUSTRY INFORMATION TECHNOLOGY

DATABASE ADMINISTRATORS

ANNUAL WAGES

ENTRY: \$58,000
MEDIAN: \$104,800
HIGH: \$129,300

HOURLY WAGES

ENTRY: \$27.87
MEDIAN: \$50.39
HIGH: \$62.16

EDUCATION AT ENTRY LEVEL

BACHELOR'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
1,390 DATABASE ADMINISTRATORS BY 2031.
WILL YOU BE ONE?

JOB DUTIES

- Test programs or databases, correct errors, and make necessary modifications.
- Plan, coordinate and implement security measures to safeguard information in computer files against accidental or unauthorized damage, modification or disclosure.
- Modify existing databases and database management systems or direct programmers and analysts to make changes..

YOU WILL THRIVE IN THIS POSITION IF...

- You like working on with data on detailed projects.
- You enjoy having a regular routine.
- Analytical thinking is a strong suit.
- You have strong attention to detail and persistence to solve problems.
- You are dependable and have integrity.
- You are adaptable/flexible.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources

SOC: 15-1242

O'Net, JobsEq, 2022Q4

Wages are for Austin MSA

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BUSINESS AND INDUSTRY INFORMATION TECHNOLOGY

COMPUTER SYSTEMS ANALYSTS

ANNUAL WAGES

ENTRY: \$70,000
MEDIAN: \$103,200
HIGH: \$122,500

HOURLY WAGES

ENTRY: \$33.64
MEDIAN: \$49.61
HIGH: \$58.90

EDUCATION AT ENTRY LEVEL

BACHELOR'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
8,563 COMPUTER SYSTEMS ANALYSTS BY
2031. WILL YOU BE ONE?

JOB DUTIES

- Test, maintain, and monitor computer programs and systems, including coordinating the installation of computer programs and systems.
- Troubleshoot program and system malfunctions to restore normal functioning.
- Expand or modify system to serve new purposes or improve work flow.

YOU WILL THRIVE IN THIS POSITION IF...

- You like coming up with new ideas.
- You enjoy solving problems.
- Analytical thinking is a strong suit.
- You have strong attention to detail.
- You are dependable and have integrity.
- You are adaptable/flexible.
- You can cooperate on a team.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 15-1211

O'Net, JobsEq, 2022Q4

Wages are for Austin MSA

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TEACHER NAME: DR. SHARY SHIMRAY

ISD: Cedars International Academy

EMPLOYER HOST: Q2 Banking

SUBJECT COURSE: Geometry

TEKS: **130.141(1) (A)** communicate effectively with others using oral and written skills.

130.141(1) (B) demonstrate collaboration skills through teamwork.

130.141(1) (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed.

130.143(1) (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending goal-relevant activities in a way that uses time wisely and optimize efficiency and results.

LEARNING OBJECTIVES & GOALS: Students will distinguish between undefined terms, definitions, theorems, postulates, and conjectures, apply the distance and midpoint formulas to verify geometric relationships, and construct those terms using online Geogebra tool (<https://www.geogebra.org/geometry>).

RESOURCES/MATERIALS NEEDED: Chromebook, paper, and pen/ pencil. Online Resources: Adobe Express (Students' choices of the format), Geogebra, Google Documents, JamBoard and online Web link; <https://www.geogebra.org/geometry>

KEY TERMINOLOGY: point, line, plane, ray, definition, conjecture, postulate, and theorem

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

MOTIVATIONAL OPENER:

Blind Drawing Team Building activity.

Step 1:

Dividing students into pairs or small groups.

Step 2:

Invite one person to be the speaker and have them choose an object to describe. They then describe the object while the other person or people must draw the object from the description alone.

Rule: the person describing the object cannot say anything which clearly gives away what the object is or is closely related. Give three to five minutes for this first stage.

Step 3:

Once the drawing is complete, give your group the opportunity to reflect. This can be humorous as well as illuminating. While debriefing the exercise, ask your participants to think about how they communicated, what was difficult, and how they might communicate better next time.

After this debriefing, students would naturally build the trusting learning environment where their team members were feel free to share their thoughts.

LEARNING ACTIVITES:

Step 1:

- Students identify Euclid's "undefinable terms."
- Students work in a team to define Euclid's "undefinable terms" by creating visual representation of each terms using either Adobe Express (Students' choices), or Google Documents (JamBoard).

Step 2:

- Students work in pairs creating Frayer Models examples and non-examples of point, line, plane, ray, definition, conjecture, postulate, and theorem

Step 3:

- Students draw a diagram from a verbal description of a segment addition problem then apply the segment addition postulate to solve problems with and without variables.

Step 4:

- Students draw a diagram of a midpoint problem from a verbal description
- then apply the answer to a multi-step algebra problem to determine the length of a segment.

Step 5:

- Students apply the angle addition postulate & the angle bisector theorem to solve problems

ASSESSMENT (IF APPLICABLE): Student would be given a Rubric for their team project report as well as presentation.



Scan for the original lesson plan



SKILLED TRADES



TEACHER NAME: LAWRENCE VINKLAREK

ISD: Austin ISD

EMPLOYER HOST: Local 286, Texas Critical Systems,
Young & Pratt

SUBJECT COURSE: Metal Technology

TEKS: Chapter 130 - Subchapter A - Rule 130.26
- (3)(5)A - 130.26(3)(5)B Chapter 130 - Subchapter B -
Rule 130.26(3)(9)A - 130.26(3)(9)C - 130.26(3)(9)E

LEARNING OBJECTIVES & GOALS:

At the end of the lesson the students will be able to identify different plumbing fixtures and tools.

They will be able to identify stainless steel, aluminum, copper and pex pipe.

Determine what welding process will be used such as sweating and brazing copper.

Tig welding on stainless steel and aluminum, measuring and cutting pipe to length.

RESOURCES/MATERIALS NEEDED: Copper tubing/
solder, Aluminum, Stainless steel, PVC pipe, Pex pipe,
Magnet, Aluminum filler rod, Stainless steel filler rod,
Tape measure, Pipe cutters, Pex pipe clamp, Metal
cutting saws, Oxy-fuel torch

KEY TERMINOLOGY: pex pipe, conductivity, tubing,
shielding gas

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

- Measure and perform layout of each skill for each metal
- Use a magnet to determine different metal conductivity
- Sweat copper tubing
- Braze weld copper tubing
- Measure and cut pex pipe for required lengths
- Identify fittings needed in each process
- Set up and tig welding machine for proper metal
- Thickness to perform a weld
- Determine proper shielding gas for each metal
- Determine correct filler rod for each process

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan

**BUSINESS AND INDUSTRY
ARCHITECTURE AND CONSTRUCTION**

ELECTRICIANS

ANNUAL WAGES

ENTRY: \$40,700
MEDIAN: \$53,700
HIGH: \$66,600

HOURLY WAGES

ENTRY: \$19.57
MEDIAN: \$25.80
HIGH: \$32.02

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA

★ THIS OCCUPATION HAS TRAINING THROUGH
LOCAL REGISTERED APPRENTICESHIP PROGRAMS



THE AUSTIN MSA PROJECTS TO NEED OVER
8,974 ELECTRICIANS BY 2034. WILL YOU BE ONE?

JOB DUTIES

- Plan layout and installation of electrical wiring, equipment, or fixtures, based on job specifications and local codes.
- Connect wires to circuit breakers, transformers, or other components.
- Test electrical systems or continuity of circuits in electrical wiring, equipment, or fixtures, using testing devices, such as ohmmeters, voltmeters, or oscilloscopes, to ensure compatibility and safety of system.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on problems and solutions.
- You like to think about the pros and cons of different ways to solve a problem
- You notice a problem and figure out the best way to solve it
- You can keep your arms and hands steady to solve an electrical problem.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**

i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources
SOC: 47-2111

O'Net, JobsEq, 2022Q4

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TEACHER NAME: WESLEY MCCANN

ISD: Excel Center

EMPLOYER HOST: Local 286, Texas Critical Systems,
Young & Pratt

SUBJECT COURSE: English Language Arts and Reading - 9th grade.

TEKS: I.A.2. Generate ideas, gather information, and manage evidence relevant to the topic and purpose.

III.A.5. Plan and deliver focused, coherent presentations that convey clear and distinct perspectives and demonstrate sound reasoning.

LEARNING OBJECTIVES & GOALS: Students will be able to present information to the class about each of the major trades including, plumbing, welding, pipefitting, electrician, and sheet metal.

RESOURCES/MATERIALS NEEDED: Flyers passed out about the different trades, Videos about each trade, Pictures of each trade.

KEY TERMINOLOGY: Pipefitting, Welding, Industrial, Commercial, Residential, Sheet metal

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

With pictures of each trade around the classroom, students guess what the profession is and how much the employees earn in an hour of pay.

Using a jigsaw method, students read, watch a video, and answer questions about the trade that they chose from the pictures that were around the room.

Students then present what they learned about the trade that they studied to the class. Students will get in front of class to explain what they learned. Other students will ask questions. After this process all students should know about all trades.

Students then return to the board with the pictures and write the correct information about each job including the pay, the years of study necessary, what the people do on a daily basis, etc. Students then walk around class and read all of the information to make sure that they understand it.

Students then complete the lesson by playing a Kahoot that goes through all of the trades, pay, education, and what each trade does.

ASSESSMENT (IF APPLICABLE): For continued learning, the students will interview someone from the field that they are most interested in to get even more information.



Scan for the original lesson plan

**BUSINESS AND INDUSTRY
ARCHITECTURE AND CONSTRUCTION**

HEATING, VENTILATION, AIR CONDITIONING (HVAC) MECHANIC

ANNUAL WAGES

ENTRY: \$38,800
MEDIAN: \$51,800
HIGH: \$64,600

HOURLY WAGES

ENTRY: \$18.64
MEDIAN: \$24.92
HIGH: \$31.07

EDUCATION AT ENTRY LEVEL

POSTSECONDARY
NON-DEGREE
AWARD AND ON
THE JOB TRAINING



THIS OCCUPATION HAS TRAINING THROUGH
LOCAL REGISTERED APPRENTICESHIP PROGRAMS



THE AUSTIN MSA PROJECTS TO NEED OVER
4,917 HVAC MECHANICS BY 2034. WILL YOU BE
ONE?

JOB DUTIES

- Install or repair heating, central air conditioning, HVAC, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves.
- Test electrical circuits or components for continuity, using electrical test equipment.
- Repair or replace defective equipment, components, or wiring.

YOU WILL THRIVE IN THIS POSITION IF...

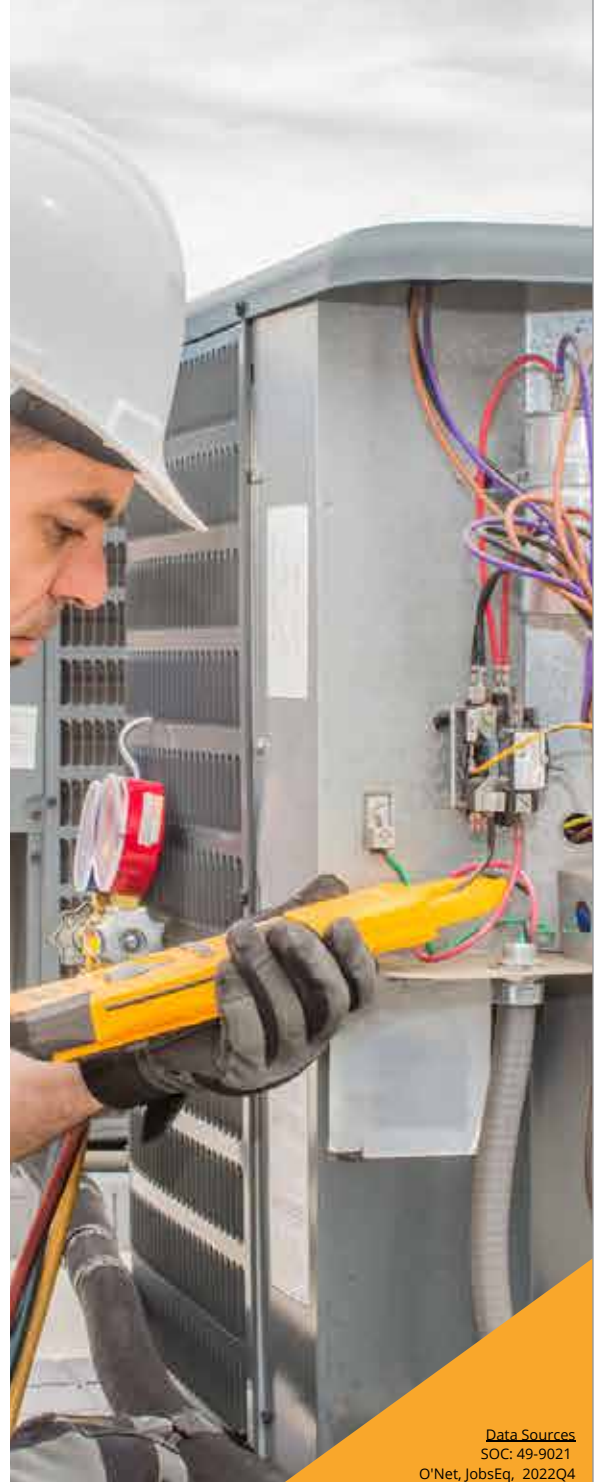
- You like activities that include practical, hands-on problems and solutions.
- You like to figure out what causes equipment, machines, wiring, or computer programs to not work.
- You notice when problems happen and pay attention without being distracted.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources
SOC: 49-9021

O'Net, JobsEq, 2022Q4

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TEACHER NAME: KATHY BLANKENSHIP

ISD: Pflugerville ISD

EMPLOYER HOST: Lone Star Electrical

SUBJECT COURSE: Investigating Careers

TEKS: 127.2 (2) The student investigates educational and training requirements for career and education pathways in one or more of the career clusters. The student is expected to:

(A) research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster; and

(B) use available resources to research and evaluate educational and training options for one or more of the careers in an identified career cluster.

(3) The student analyzes educational and career opportunities. The student is expected to:

(G) investigate and report on the steps required to participate or enroll in a variety of career and educational opportunities, including entry-level employment, military service, apprenticeships, community and technical colleges, and universities, as applicable to the career;

LEARNING OBJECTIVES & GOALS: Students will be able to research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster.

RESOURCES/MATERIALS NEEDED: Copy of Career Evaluation Document, electronically provided for each student, or paper copies printed, Poster board or chart paper & markers, Student career journals

KEY TERMINOLOGY: work ethics, integrity, certifications, technical skills

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Introduction: Ask students what they think electricians do on a daily basis. Provide local job listings for licensed electricians in your area for students to discuss. Share less obvious job opportunities, such as stadium electrician, inspector, trainer, etc.

Instruction: Print or share this document with the students. (Sharing electronically is recommended.)
Career Evaluation Document Walk through each section

of the document with the students and share where they will find each piece of information. Remind them that they are focusing on careers in the electrical field. Use the OOH or O*Net to research the information.

Guided Practice: In table groups, students will create a list on poster/chart paper of the careers in the electrical trade and their academic requirements, certifications, and technical skills. They will then use the classroom computers to research these requirements and complete the Career Evaluation Document, (one career per student in each group.) They will then return to their groups, discuss, and write on the chart how each of the following relate directly to success in these careers: work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

Check for Understanding: Students will share their posters and discuss their findings as a class.

Closing: Students will list in their career journals which, if any, of these careers they were surprised to learn about in the construction industry, and which, if any, they are currently interested in pursuing.

ASSESSMENT (IF APPLICABLE): N/A

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Scan for the original
lesson plan



**BUSINESS AND INDUSTRY
ARCHITECTURE AND CONSTRUCTION**

PLUMBERS, PIPEFITTERS, AND STEAMFITTERS

ANNUAL WAGES

ENTRY: \$38,500
MEDIAN: \$59,100
HIGH: \$69,900

HOURLY WAGES

ENTRY: \$18.50
MEDIAN: \$28.43
HIGH: \$33.60

EDUCATION AT ENTRY LEVEL

HIGH SCHOOL
DIPLOMA/
APPRENTICE LICENSE



THIS OCCUPATION HAS TRAINING THROUGH
LOCAL REGISTERED APPRENTICESHIP PROGRAMS



THE AUSTIN MSA PROJECTS TO NEED OVER
6,162 PLUMBERS AND PIPEFITTERS BY 2034.
WILL YOU BE ONE?

JOB DUTIES

- Cut, thread, or hammer pipes to specifications, using tools such as saws, cutting torches, pipe threaders, or pipe benders.
- Lay out full scale drawings of pipe systems, supports, or related equipment, according to blueprints.
- Inspect, examine, or test installed systems or pipe lines, using pressure gauge, hydrostatic testing, observation, or other methods.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on problems and solutions.
- You think about the pros and cons of different ways to solve a problem.
- You have an attention to detail and are dependable.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**

i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!



Data Sources
SOC: 47-2152
O*Net, JobsEq, 2022Q4

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TEACHER NAME: JOSE L ARREGUIN

ISD: Del Valle ISD

EMPLOYER HOST: Athena Manufacturing & Texas State Technical College

SUBJECT COURSE: Principles of Construction

TEKS: 130.43.c.8.A-F: Principles of Construction: Students will develop and learn the basics of Construction Drawings.

LEARNING OBJECTIVES & GOALS: Students are expected to:

- A.** Interpret and use drawing dimensions.
- B.** Recognize and identify basic construction terms
- C.** Recognize and identify basic drawing components.
- D.** Recognize and identify commonly use drawing symbols.

RESOURCES/MATERIALS NEEDED: Basic drafting equipment, measuring tape and ruler

KEY TERMINOLOGY: Architectural Scale, measuring tape, three-view and pictorial drawings, Explosive drawing, basic drafting equipment

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Direct Instruction: Students will be taught how to use drafting equipment prior to making drawings of projects to be constructed or built.

Guided Practice: Step by step in drawing various views of a project.

Independent Practice: Although students are working on their own drawings, they are allowed to work together in solving the problems.

ASSESSMENT (IF APPLICABLE): After the students finish their drawings, they will turn in the drawings for grading.



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MOBILITY & INFRASTRUCTURE



TEACHER NAME: LEE HAYES

ISD: Del Valle ISD

EMPLOYER HOST: Continental Automotive Group

SUBJECT COURSE: Auto Basics

TEKS: **130.447(c)(6)(L)** The student applies technical knowledge and skills in simulated or actual work situations. Perform a preventative maintenance inspection.

LEARNING OBJECTIVES & GOALS: Students will be able to identify, discuss and perform a preventative maintenance inspection.

RESOURCES/MATERIALS NEEDED: Pro Demand online, Presentation, Shop parts/vehicle

KEY TERMINOLOGY: Tread depth, Maintenance

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Introduction:

Discuss the preventive maintenance inspection. Students will form groups. Students will go to shop and use the assigned shop vehicle to perform the inspection. Students will note on a multi-point inspection sheet. Students will then discuss findings from the inspection and recommendations.

Demonstration:

Students will identify preventative maintenance inspection findings while the teacher performs an in-shop demonstration.

Practice:

After the demonstration, in groups students will work on a car in-shop to perform a preventative maintenance inspection using a multi-point inspection sheet.

ASSESSMENT (IF APPLICABLE): Performing a preventative maintenance inspection will test students' ability to identify vehicle fluids/maintenance items, and complete a multi point inspection.



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lesson plan

BUSINESS AND INDUSTRY

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

AUTOMOTIVE TECHNICIAN AND MECHANIC

ANNUAL WAGES

ENTRY: \$32,800
MEDIAN: \$51,600
HIGH: \$70,400

HOURLY WAGES

ENTRY: \$15.76
MEDIAN: \$24.80
HIGH: \$33.83

EDUCATION AT ENTRY LEVEL

POSTSECONDARY
NON DEGREE
AWARD



THE AUSTIN MSA PROJECTS TO NEED OVER
**6,144 AUTOMOTIVE TECHNICIANS AND
MECHANICS** BY 2031. WILL YOU BE ONE?

JOB DUTIES

- Test drive vehicles and test components and systems, using equipment such as infrared engine analyzers, compression gauges, and computerized diagnostic devices.
- Inspect vehicles for damage and record findings so that necessary repairs can be made.
- Test and adjust repaired systems to meet manufacturers' performance specifications.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on problems and solutions.
- You notice a problem and figure out the best way to solve it.
- You like to quickly change controls of machine, car, truck, or a boat



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 49-3023

O'Net, JobsEq, 2023

Career OneStop

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TEACHER NAME: MICHAEL SILKETT

ISD: Elgin ISD

EMPLOYER HOST: Continental Automotive Group

SUBJECT COURSE: Automotive Basics

TEKS: **(1)** The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of transportation technology;

(C) demonstrate the principles of group participation, team concept, and leadership related to citizenship and career preparation;

(G) identify employers' expectations and appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and

(H) develop personal goals, objectives, and strategies as part of a plan for future career and educational opportunities.

LEARNING OBJECTIVES & GOALS: Students will be able to identify employment opportunities in automotive using flowcharts and computer research

RESOURCES/MATERIALS NEEDED: Chromebook, graphic organizer

KEY TERMINOLOGY: transportation technology, soft skills, technical skills

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Students will create a flowchart using poster boards showing the progression of different career paths in automotive technology. Students will also show what skills, certifications, and training are required for each position. They will also show how different positions relate to others.

ASSESSMENT (IF APPLICABLE): Students will have one week to complete this assignment. This will establish the employers' expectations of completing tasks on time.



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lesson plan

BUSINESS AND INDUSTRY

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

TRUCK DRIVER

ANNUAL WAGES

ENTRY: \$31,900
MEDIAN: \$42,300
HIGH: \$58,100

HOURLY WAGES

ENTRY: \$15.31
MEDIAN: \$20.33
HIGH: \$27.91

EDUCATION AT ENTRY LEVEL

POSTSECONDARY
NON DEGREE
AWARD



THE AUSTIN MSA PROJECTS TO NEED OVER
BY **19,561 TRUCK DRIVERS** 2031. WILL YOU
BE ONE?

JOB DUTIES

- Drive a tractor-trailer combination or a truck with a capacity of at least 26,001 pounds Gross Vehicle Weight (GVW). May be required to unload truck. Requires commercial drivers' license. Includes tow truck drivers.
- Check vehicles to ensure that mechanical, safety, and emergency equipment is in good working order.
- Follow appropriate safety procedures for transporting dangerous goods.
- Inspect loads to ensure that cargo is secure.

YOU WILL THRIVE IN THIS POSITION IF...

- You like activities that include practical, hands-on problems and solutions.
- You like to drive and know where things are around you.
- You see details far away and details up close.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



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Data Sources

SOC: 53-3032

O'Net, JobsEq, 2022

Career OneStop

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TEACHER NAME: RYAN RAGAN

ISD: Del Valle ISD

EMPLOYER HOST: Continental Automotive Group

SUBJECT COURSE: Automotive Technology II

TEKS: **130.450.c.1.c** demonstrate the principles of group participation, team concept, and leadership related to citizenship and career preparation.

130.450.c.2.d research applicable vehicle and service information, vehicle service history, service precautions, and technical service bulletins.

130.450.c.3.c locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair information and technical bulletins.

130.450.c.3.e perform a preventative maintenance inspection.

130.450.c.3.g perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs.

LEARNING OBJECTIVES & GOALS: Students will be able to demonstrate understanding of disc brake systems and their functions.

RESOURCES/MATERIALS NEEDED: ALLDATA System, job sheet

KEY TERMINOLOGY: Lateral Runout, Dial Indicator, Brake Pad Thickness, Tread Depth, Rotor Thickness

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Activity: Students will demonstrate their understanding of the disc brake system, and its related diagnostics. Students will be expected to correctly identify disc brake components, and properly take measurements of these components, using ALLDATA to locate the manufacturer's specifications. Students will document their findings on a job sheet that contains the vehicle's information. This activity is in line with the ASE A5 brakes, and G1 maintenance and light repair certification tests, and will prepare students for these certification exams.

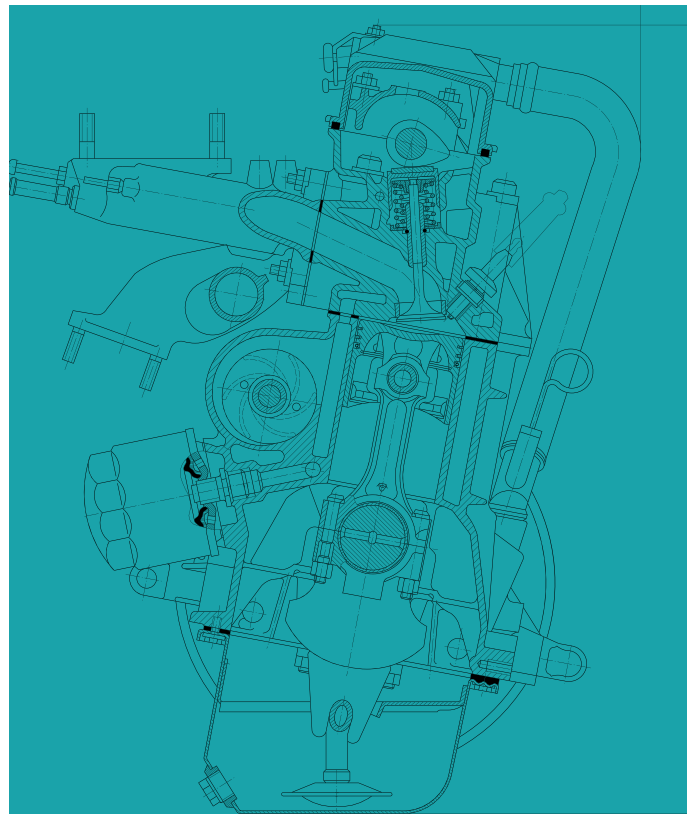
Verification: Check for student understanding on the different components of the disc brake system.

Students will also show mastery of this topic based on their success of finding the proper specifications on the ALLDATA system.

ASSESSMENT (IF APPLICABLE): Assessment will occur while students are working through the job sheet. Assessment will be based on their successful completion of the job sheet, with the correct measurements. Students should be able to recall the parts of the disc brake system, and their related measurements.



Scan for the original
lesson plan





BUSINESS



TEACHER NAME: GENNA SHAIK

ISD: Austin ISD

EMPLOYER HOST: City of Austin Human Resource Department

SUBJECT COURSE: Career and Technical Education Plant Science Agriculture Practicum

TEKS: 130.31. (5) The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to: **(A)** apply appropriate content knowledge, technical concepts, and vocabulary when analyzing information and following directions; **(B)** employ verbal skills when obtaining and conveying information; **(C)** review, use, and apply informational texts, Internet sites, or technical materials for occupational tasks.

LEARNING OBJECTIVES & GOALS: Students will be able to utilize the city of Austin careers portal to gain information on various entry level positions and career opportunities, record information for different career opportunities in this packet.

RESOURCES/MATERIALS NEEDED: Worksheet packet, Chromebook,

KEY TERMINOLOGY: Temporary position, internship, technical terminology, verbal skills

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Pre-Work: Students create accounts for the City of Austin jobs. Students use a personal email address and record their login information somewhere safe. Discuss skills the students have before starting the job search. Focus on skills you've been practicing in class (soft or technical) so students can connect classroom teachings to real life skills. Define common terms like "Internship" and "Temp" that students might encounter on their search.

Day 1: Explain packet, directions & rubric before students go to computers. Have students work independently to log into their computers & City of Austin account. Give the students an hour to complete research and job info organizer. Once students complete their research organizer, have them complete their

Interest Cards. Students must submit a screenshot of their completed interest card confirmation to me before they can move on.

Day 2: Students work on their presentation organizer. Once their presentation organizer is complete, students will pair up with another student to practice their presentation. Student partners are responsible for providing constructive feedback to their partners.

ASSESSMENT (IF APPLICABLE): Day 3: Have students sign up to present their findings. Assist in student discussion and prompting students to engage with the presenting student.



Scan for the original
lesson plan



BUSINESS AND INDUSTRY BUSINESS MANAGEMENT & ADMINISTRATION

BOOKKEEPING, ACCOUNTING & AUDITING CLERKS

ANNUAL WAGES

ENTRY: \$33,400
MEDIAN: \$50,000
HIGH: \$57,100

HOURLY WAGES

ENTRY: \$16.06
MEDIAN: \$24.02
HIGH: \$27.47

EDUCATION AT ENTRY LEVEL

ASSOCIATES
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
22,340 BOOKKEEPING, ACCOUNTING &
AUDITING CLERKS BY 2034. WILL YOU BE ONE?

JOB DUTIES

- Operate computers programmed with accounting software to record, store, and analyze information.
- Check figures, postings, and documents for correct entry, mathematical accuracy, and proper codes.
- Comply with federal, state, and company policies, procedures, and regulations.

YOU WILL THRIVE IN THIS POSITION IF...

- You like regular routines and deadlines.
- You have a high attention to detail.
- You are dependable.
- You have integrity.
- You are adaptable/flexible.
- You can cooperate on a team.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 43-3031

O'Net, JobsEq, 2022Q4

Wages are for Austin MSA

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TEACHER NAME: S. JEAMES

ISD: Austin ISD

EMPLOYER HOST: City of Austin Communication Technology Management

SUBJECT COURSE: Social Science

TEKS: 113.41(3) (b)(c), 113.41(9)(B)(G), 113.41(c)(4) (B), 113.51(4)(B) (C), 113.51(6)(C)

LEARNING OBJECTIVES & GOALS: Students will be able to:

1. Utilize a career planning process that includes self assessment and goal setting strategies to prepare for the workforce
2. Understand duties, working conditions, and educational requirements of a variety of careers in technology field and other areas
3. Define the concept of a business organizational structure and how the structure contributes to overall intentions of providing quality team building within workforce environment
4. Enlighten student perspective about how the overall employment system works to support personal desires to enter the workforce

RESOURCES/MATERIALS NEEDED: Career Interest Inventory Worksheet, Goal setting graphic organizer, Chromebook

KEY TERMINOLOGY: team building, goal setting, self-assessment

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Motivational Opener:

1. Students should complete a Career Interest Inventory exercise to learn about their strengths.
2. Students should complete a goal setting project to determine 5 and 10 year goals as it relates to a career interest

Learning Activities:

1. Students will complete the note-sheet related to the careers power-point lesson as discussed. Students should ask questions during presentation to foster discussion and ensure the information is relevant to their future

careers. Allow students to share personal experiences related to their own employment experience whether it be with relatives or within the community.

2. Students will then be provided with listing of various Career Definitions to place in their binders under their notes section.

3. Students will explore various websites associated with career readiness and workforce planning. Websites include Texas Workforce Commission (<https://lmci.state.tx.us/>) to devise a career plan and discuss with their group as they look for information. Remind students they may select a career from a different pathway related to their curiosity.

4. Next class, students will play a role as part of a work team employed at a local business. Tell students to think about how they all would work together to address a specific work-related duty. Students should discuss their duties, responsibilities and how these different duties can be applied to ensure successful completion of a task or responsibility.

ASSESSMENT (IF APPLICABLE):

Students will be evaluated by group role play, verbal discussion, worksheet completion, and written exam at the end of this unit.

1. Remind students to return with their completed Career Worksheets next class.
2. Students should study their Career Definitions for a possible activity next class.



Scan for the original lesson plan

BUSINESS AND INDUSTRY BUSINESS MANAGEMENT & ADMINISTRATION

PUBLIC RELATIONS SPECIALISTS

ANNUAL WAGES

ENTRY: \$44,300
MEDIAN: \$66,400
HIGH: \$90,100

HOURLY WAGES

ENTRY: \$21.28
MEDIAN: \$31.93
HIGH: \$43.32

EDUCATION AT ENTRY LEVEL

BACHELOR'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
3,831 PUBLIC RELATIONS SPECIALISTS BY
2034. WILL YOU BE ONE?

JOB DUTIES

- Respond to requests for information from the media or designate an appropriate spokesperson or information source.
- Write press releases or other media communications to promote clients.
- Establish or maintain cooperative relationships with representatives of community, consumer, employee, or public interest groups.

YOU WILL THRIVE IN THIS POSITION IF...

- You like working with and leading teams.
- You are creative and like tackling problems.
- You confidently make decisions.
- You are dependable.
- You have integrity.
- You are adaptable/flexible.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



Data Sources

SOC: 27-3031

O'Net, JobsEq, 2022 Q4

Texas Workforce Commission, 2021

Prepared by Workforce Solutions Capital Area

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TEACHER NAME: LORAIN TIJERINA

ISD: Austin ISD

EMPLOYER HOST: City of Austin Communication Technology Management

SUBJECT COURSE: Career Discovery

TEKS: §130.272. Principles of Human Services

LEARNING OBJECTIVES & GOALS: Students will be able to practice ethical and appropriate methods of conflict resolution.

RESOURCES / MATERIALS NEEDED: Laptops, pencils, internet access.

KEY TERMINOLOGY: Conflict management, conflict resolution, workplace conflict

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Engage: Students will watch the video and produce 3 notes: one connection to their past experience, one wondering about what was shared, and one thing they still think they would need to work on with conflict resolution. Pause and probe throughout Ted talk. What do you think a conflict is? When have you avoided conflict?

Explore: Students will take the Conflict Management Styles Assessment linked above. They will determine which style they are and reflect by making a profile of their style as it related to their daily life. Assist students by checking for understanding and step by step instructions. Do you feel that this assessment is accurate? How do you disagree with this assessment?

Explain: Students will create a Google slides presentation to describe what conflict means, how they have experienced conflict in a group setting, what they did and what they could have done with researched conflict resolution techniques. Assist students by checking for understanding and step by step instructions. How do you think conflict can appear in the workplace? Do you think you are prepared to handle a conflict with the tools and strategies you researched?

Elaborate: We will do an around the world and paste the scenarios below and for each scenario students will put their reaction to the situation/resolution. Help facilitate the transitions from scenarios. Do you feel like your

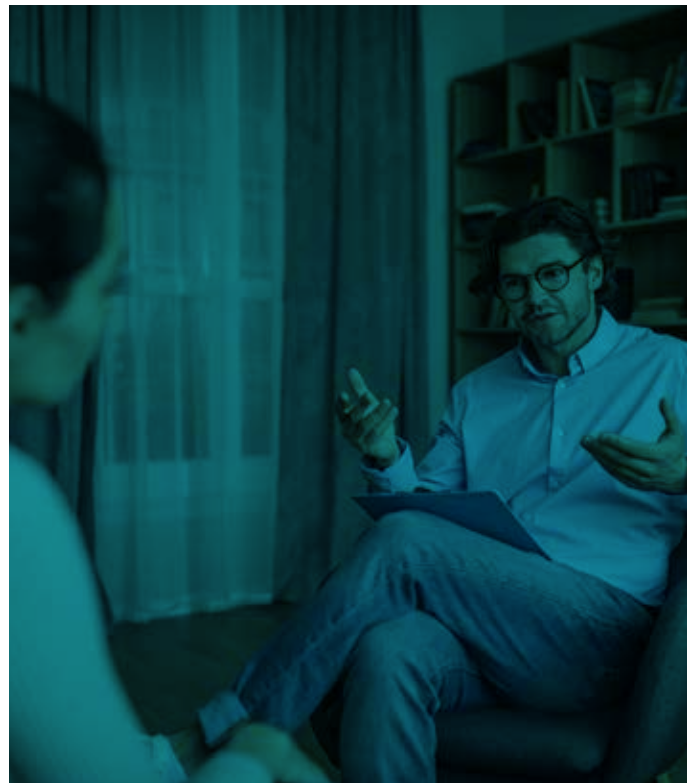
resolution is enough or will you have to escalate to the appropriate party?

Evaluate: As a group we will choose some of the challenging scenarios and discuss what some will do. We will have a collaborative discussion and share our own personal experiences and on how it was to work as a group in our class also. Help facilitate discussion. What are your solutions? Do you think you would react the way you suggest in real life?

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original lesson plan



BUSINESS AND INDUSTRY BUSINESS MANAGEMENT & ADMINISTRATION

ACCOUNTANTS & AUDITORS

ANNUAL WAGES

ENTRY: \$56,700
MEDIAN: \$82,900
HIGH: \$110,600

HOURLY WAGES

ENTRY: \$27.25
MEDIAN: \$39.85
HIGH: \$53.17

EDUCATION AT ENTRY LEVEL

BACHELOR'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER
16,394 ACCOUNTANTS AND AUDITORS BY
2034. WILL YOU BE ONE?

JOB DUTIES

- Prepare detailed reports on audit findings.
- Report to management about asset utilization and audit results, and recommend changes in operations and financial activities.
- Collect and analyze data to detect deficient controls, duplicated effort, extravagance, fraud, or non-compliance with laws, regulations, and management policies.

YOU WILL THRIVE IN THIS POSITION IF...

- You like leading and being part of a team.
- You enjoy math and analytical thinking!
- You are confident to make decisions.
- You have high attention to detail.
- You are dependable.
- You have integrity.
- You are adaptable/flexible.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



i This is a targeted occupation for Capital Area/Travis County. Scholarships may be available for education and training opportunities. Contact us to learn more!

Data Sources

SOC: 13-2011

O'Net, JobsEq, 2022Q4

Wages are for Austin MSA

Prepared by Workforce Solutions Capital Area

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TEACHER NAME: C. MALDONADO

ISD: Austin ISD

EMPLOYER HOST: City of Austin Human Resource Department

SUBJECT COURSE: Principles of Manufacturing

TEKS: §130.352 Students will be able to demonstrate professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate skills related to health and safety in the workplace as specified by appropriate governmental regulations;

(B) demonstrate the standards required in the workplace such as interviewing skills, flexibility, willingness to learn new skills and acquire knowledge, self-discipline, self worth, positive attitude, and integrity in a work situation;

(C) use teamwork to solve problems;

(D) identify employers'; work expectations;

LEARNING OBJECTIVES & GOALS: Students will be able to discuss the importance of working in a safe environment by following all policies.

RESOURCES/MATERIALS NEEDED: Chromebook, Notes on blend, Videos on bend, Notes on word, Videos, Paper: FAST problem Solving assignment.

KEY TERMINOLOGY: soft skills, basic skills, academic skills, communication skills, conflict resolution

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Introduction:

Explanation: we will talk about some soft skills

Check for Understanding: I will ask the students to talk about soft skills and some examples of them of how to use them at work. Will provide positive feedback.

Explanation: I will talk about the different types of Basic skills and academic skills

Check for understanding: I will ask the students what some basic and academic skills are, and how do we apply those skills at work. Will provide positive feedback.

I DO:

Explanation: I will demonstrate how to use good communication at work.

Check for Understanding: I will play a video with some role play about good and bad communication, and how bad communication could affect the job.

WE DO:

Explanation: I will demonstrate videos of different scenarios of job interviews, professional attire, and how to interact at work.

Check for Understanding: I will interview students with possible questions asked during a job interview.

YOU DO:

Explanation: I will give students some scenarios and they will have to role play examples of good communication and solving the situation.

Check for Understanding: I will walk around the classroom to make sure students are talking about it and writing on their templates.

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan

BUSINESS AND INDUSTRY BUSINESS MANAGEMENT & ADMINISTRATION

BUDGET ANALYSTS

ANNUAL WAGES

ENTRY: \$57,600
MEDIAN: \$82,100
HIGH: \$95,800

HOURLY WAGES

ENTRY: \$27.71
MEDIAN: \$39.49
HIGH: \$46.05

EDUCATION AT ENTRY LEVEL

BACHELOR'S
DEGREE



THE AUSTIN MSA PROJECTS TO NEED OVER 603 BUDGET ANALYSTS BY 2034. WILL YOU BE ONE?

JOB DUTIES

- Summarize budgets, submit recommendations for the approval or disapproval of funds requests.
- Analyze monthly department budgeting and accounting reports to maintain expenditure controls.
- Examine budget estimates for completeness, accuracy, and conformance with procedures and regulations.

YOU WILL THRIVE IN THIS POSITION IF...

- You like regular routines and deadlines.
- You have a high attention to detail.
- You are dependable.
- You have integrity.
- You are adaptable/flexible.
- You can cooperate on a team.



**SCAN TO WATCH A VIDEO
ABOUT THIS CAREER PATHWAY**



Data Sources

SOC: 13-2031

O'Net, JobsEq, 2022 Q4

Texas Workforce Commission, 2021

Prepared by Workforce Solutions Capital Area

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TEACHER NAME: YESENIA CARDOZA

ISD: Austin ISD

EMPLOYER HOST: City of Austin Economic Development

SUBJECT COURSE: Geometry

TEKS: G4(A), G4(B), G5(A)

LEARNING OBJECTIVES & GOALS: Students will be able to analyze how logic and problem solving relate to the real world.

RESOURCES / MATERIALS NEEDED: Computers, pencil/pen, paper, excel, color pencils, construction paper, white boards

KEY TERMINOLOGY: Global business expansion, planning and strategy, marketing, redevelop

LESSON PLAN (INTRO, ACTIVITY, CLOSURE):

Engage: Students are engaged because it relates to the real world and it bring curiosity to see what other jobs aside from the usual (doctors, lawyers, teachers...etc.) have to offer. Students need to be prepared because they are working together so if one falls behind their group also does.

Explore: Warm-up: students seem confuse with the logic puzzle because they don't understand why they are "reading" in math. They don't understand how it relates to math when there is no numbers.

Explain: Students get the opportunity to explore other careers aside from the common one. I think it's important for students to get this opportunity so they have a better idea of what it that they want to do when they go to college. I believe this benefits students financially because they are not trying to decide what it is they want to do in college.

Elaborate: Students will be able to create excel sheets among other important components to get them ready for the real world. Students will gain basic skills to get them ready for almost any job.

Evaluate: Students at the end of this project will turn in 9 different assignments related to each department. They will then present the best job that they enjoyed doing and explain how they used math in that department.

ASSESSMENT (IF APPLICABLE): N/A



Scan for the original
lesson plan



Thank you

to our employer partners who hosted teachers and counselors for externships in 2023. These employers have dedicated their time and resources to provide meaningful experiences for teachers to train our future workforce in Austin.

PARTICIPATING EMPLOYERS IN 2023

AirBorn Inc.

Applied Materials

Athena Manufacturing / Texas State Technical College

Austin Public Health

Baylor Scott & White/Ascension Seton/Central Health

Carr Lane Manufacturing

City of Austin - Business Relationship Management (CTM)

City of Austin - Digital Services

City of Austin - Economic Development

City of Austin - Enterprise Applications and Data Services (CTM)

City of Austin - Enterprise Geospatial Services

City of Austin - Human Resources

City of Austin - Public Safety

Continental Automotive Group (Infiniti, First Honda, Suburu)

Dover Fueling Solutions

HHSC - Austin State Supported Living Center

Local 286 Plumbers and Pipefitters, TCS Mechanical, and Young and Pratt

Lone Star Construction Trades Training

NXP Semiconductor

Pflugerville Fire Department

PSI Urethane

Q2

Samsung Austin Semiconductor

Senox Corporation

Tesla Inc.

Texas Film Commission

Trane

Standardized Lesson Plan Template

Teacher Name:

ISD:

Employer Host:

Subject course:

TEKS:

Learning Objectives & Goals:

Resources/Materials Needed:

Key Terminology:

Lesson Plan (intro, activity, closure):

Assessment (if applicable):

Skills Observation Form with Classroom Application Notes

Please note the skills and personal qualities you observe during your externship that are necessary for solid job performance. Record the ways you see these skills being used and then consider how you could incorporate teaching these skills in your classroom.

BASIC SKILLS	The Way the Skill Is Being Used	Classroom Application
Listening		
Speaking		
Appropriate Attire		
Body Language		
Team Interactions		
Technology Used		
Quality Control		
Customer Service		
Selecting and using appropriate tools/equipment		

ACADEMIC SKILLS	The Way the Skill Is Being Used	Classroom Application
Reading		
Writing		
Mathematics		
Scientific Concepts		
Historical Perspective		
Foreign Language		

THINKING SKILLS	The Way the Skill Is Being Used	Classroom Application
Creative thinking		
Decision making		
Problem solving		
Seeing things mentally		
Knowing how to learn		
Reasoning		
Negotiating		
Monitoring and Correcting Performance		
Designing or Improving Systems		
Acquiring and evaluating data		

PERSONAL QUALITIES	The Way the Skill Is Being Used	Classroom Application
Individual Responsibility		
Sociability		
Integrity		
Time Management		
Respecting Diversity		
Teaching Others		

[illegible]

This image shows a full page of blank, lined paper. It features approximately 28 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color.

This image shows a full page of blank, lined paper. It features approximately 28 horizontal grey lines spaced evenly apart, typical of standard notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, typical of notebook or legal stationery. The background is a solid off-white color, and there are no margins, text, or other markings present.



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