

The Economics-in-CTE Pedagogic Framework:

The Seven Elements of an Economics-Enhanced CTE Lesson

The Seven Elements	Teacher Notes
<p>1. Introduce the CTE lesson.</p> <ul style="list-style-type: none"> • Explain the CTE lesson. • Identify, discuss, point out, or pull out the economics embedded in the CTE lesson. 	<ul style="list-style-type: none"> • <i>Make the objective of the lesson explicit.</i> • <i>Do not introduce as an “economics” lesson.</i> • <i>Discuss/share introductory approaches within teams.</i>
<p>2. Assess students’ economics awareness as it relates to the CTE lesson.</p> <ul style="list-style-type: none"> • As you assess, introduce economic vocabulary through the economics example embedded in the CTE lesson. • Employ a variety of methods and techniques for assessing awareness of all students (e.g., questioning, worksheets, group learning activities, etc.) 	<ul style="list-style-type: none"> • <i>Bridging of CTE content to economics vocabulary should begin here.</i> • <i>During team sessions, share and/or develop methods for assessing awareness.</i> • <i>Involve all students in assessment.</i>
<p>3. Work through the economics example <i>embedded</i> in the CTE lesson.</p> <ul style="list-style-type: none"> • Work through the steps/processes of the embedded economics example. • Bridge the CTE and economics language. The transition from CTE to economic vocabulary should be gradual throughout the lesson, being sure never to abandon completely either set of vocabulary once it is introduced. 	<ul style="list-style-type: none"> • <i>Use aids that illustrate the concepts and vocabulary. Examples:</i> <ul style="list-style-type: none"> ○ <i>Posters</i> ○ <i>PowerPoint presentations</i> ○ <i>Handouts</i> ○ <i>Resources</i>
<p>4. Work through <i>related, contextual economic-in-CTE</i> examples. Using the same economic concept <i>embedded</i> in the CTE lesson:</p> <ul style="list-style-type: none"> • Work through similar problems/examples in the same occupational context. • Use examples with varying levels of difficulty; order examples from basic to advanced. • Continue to bridge CTE and economics vocabulary. • Check for understanding. 	<ul style="list-style-type: none"> • <i>Develop examples of various levels of difficulty.</i> • <i>Develop separate worksheets for the various levels.</i> • <i>Locate/utilize resources that support bridging of vocabulary.</i> • <i>Use real world examples such as company’s impacted, census data, etc.</i>
<p>5. Work through <i>traditional economics</i> examples. Using the same economic concept as in the <i>embedded and related, contextual examples</i>:</p> <ul style="list-style-type: none"> • Work through traditional economic examples as they may appear on tests. • Move from basic to advanced examples. • Continue to bridge CTE and economic vocabulary. • Check for understanding. 	<ul style="list-style-type: none"> • <i>Use samples from:</i> <ul style="list-style-type: none"> ○ <i>Standardized tests</i> ○ <i>State tests</i> • <i>Develop worksheets and create learning activities.</i> • <i>Collaboration between marketing and economic teachers.</i>
<p>6. Students demonstrate their understanding.</p> <ul style="list-style-type: none"> • Provide students opportunities for demonstrating their understanding of the economic concepts embedded in the CTE lesson. • Conclude the economics examples and tie back to the CTE content; conclude the lesson on the topic of CTE. 	<ul style="list-style-type: none"> • <i>Develop learning activities that allow students to demonstrate their understanding of both the economic <u>and</u> the CTE lesson.</i>
<p>7. Formal assessment.</p> <ul style="list-style-type: none"> • Incorporate economic questions into formal assessments at the end of the CTE unit/course. 	<ul style="list-style-type: none"> • <i>Include economics questions on any regularly-scheduled testing or unit exams.</i> • <i>Include economics assessment as a part of major projects.</i>