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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Arts, A/V Technology and Communication Career Cluster |
| **Course Name** | Practicum in Fashion Design |
| **Lesson/Unit Title** | Career Pathways in Fashion Design |
| **TEKS Student Expectations** | §130.115. (c) Knowledge and Skills  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or certification to prepare for employment;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;  (E) demonstrate skills in evaluating and comparing employment opportunities; and  (F) examine employment opportunities in entrepreneurship.  (3) The student implements advanced professional  (D) deliver formal and informal presentations; |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will demonstrate they have learned about the various Career Pathways adopted by the federal government, explore a career of interest, research a college of choice, choose companies of interest to work for after graduating from college, and match the criteria in the three presentation rubrics.  **Specific Objectives**   * Define what Career Pathways are. * Identify the 16 Career Pathways – Programs of Study. * Research Income and Job Growth Projections 2011 – 2020. * Determine individual Career Pathway. * Determine *Career Pathways Resources*. * Develop *Career Pathway Research Presentation*. * Determine *College or University of Choice*. * Develop *College or University of Choice Research Presentation*. * Determine *Companies of Interest*. * Develop *Companies of Interest Research Presentation*. |
| **Rationale** | All students need to be informed about careers to make informed decisions. |
| **Duration of Lesson** | This lesson should take six days (270 minutes) to complete.   * Days one through two - What are the Career Pathways? Career Pathway Research (90 minutes) * Days three through four- Career Pathways Resources * Days five through six - College or University of Choice Presentation and Companies of Interest Research Presentation (90 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Career Pathways -** aworkforce development strategy used in the United States to support workers’transitions from education into and through the workforce. * **Programs of Study -** an academic and career plan developed by your school to help move you towardsa college and career path. * **Bureau of Labor Statistics (BLS) -** a United States government agency that produces economic datathat reflects the state of the United States’ economy. This data includes the Consumer Price Index (CPI), the unemployment rate, and the Producer Price Index (PPI). * **Department of Labor (DOL) -** a United States government cabinet body responsible for standards inoccupational safety, wages and number of hours worked, unemployment insurance benefits, re-employment services, and a portion of the country's economic statistics. * **O**\***NET Online -** isthe Occupational Information Network (**O**\***NET**). It is a free online database thatcontains hundreds of occupational definitions to help students, job seekers, businesses, and workforce development professionals to understand today's world of work in the United States. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * *Note Taking Form* handout   **Materials Needed**   * Handouts for each student   + Career Pathways Terms and Definitions - Note Taking Form * Activity 1 – My Career Pathway * Activity 2 – Career Pathway Presentation * Activity 3 – College or University of Choice Presentation * Activity 4 – Companies of Interest Research Presentation * Supplies listed in each activity * Pencils and pens   **Equipment Needed**   * Computer and Internet access for teacher and students |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Review and become familiar with the terminology and website links. * Have materials and websites ready prior to the start of the lesson. * Print handouts for each student. |
| **Direct Instruction \*** | **Say**  During this lesson you will learn about Career Pathways. You will explore the various Career Pathways adopted by the federal government, choose a Career Pathway of interest, research a college of choice, and choose companies of interest to work for after graduating from college.  **Say**  To achieve your Career Pathway success, you must choose the best career, college, and company paths and make a commitment to them, while remaining flexible enough to deal with changes and new opportunities.  **Ask**  Why do you think it is necessary to understand what Career Pathways are?  **Say**   * 1. You will research and create presentations for your Career Pathway, College or University of Choice, and Companies of Interest, which will guide you into establishing a solid career foundation.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | * The teacher will present information on Career Pathways and lead the class discussion. * The teacher will distribute all handouts and the class will discuss them. * After the students have learned about Career Pathways they will begin to work on the activities.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will determine their Career Pathways. * Students will design a Career Pathway Research Presentation. * Students will determine their college or university of choice. * Students will design a College or University of Choice Research Presentation. * Students will determine their companies of interest. * Students will design a Companies of Interest Research Presentation.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | There are several *Career Pathways*, college or university choices, and companies of interest, which students are able to determine in high school. It is important for students to begin researching their *Career Pathways* and other methods to serve as a roadmap to their success in life. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  The teacher monitors during activities to check for understanding.  **Formal Assessment**  Daily grade on activities based on rubrics.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/Teacher Preparation** | *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin Harcourt PublishingCo. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/ Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Classroom guest speaker presentation from a career counselor may be used as enrichment to discuss the importance of *Career Pathways*, college or university choices, and companies of interest in high school. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | FCCLA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)