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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 Communications Cluster |
| **Course Name** | Practicum in Fashion Design |
| **Lesson/Unit Title** | Portfolios in Fashion Design |
| **TEKS Student Expectations** | * 1. **(c). Knowledge and Skills**

(1) The student demonstrates professional standards/employability skills, as required by business and industry(A) The student is expected to identify and participate in training, education, or certification to prepare for employment (C) The student is expected to 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(3) The student implements advanced professional communications strategies (D) The student is expected to 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 how to create a portfolio and their benefit.* Specific Objectives
* Define a career portfolio
* Identify the types of information employers want to see in a candidate’s career portfolio
* Prepare for post-secondary education, and/or a career, by developing a career portfolio
* Learn how to use a portfolio to their benefit, how to maintain a portfolio, and what important components should be included in a portfolio
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| **Rationale** | The goal of this lesson is to guide Fashion Design students through the process of developing a portfolio and appropriate professional presentation techniques for post-secondary education or employment purposes. |
| **Duration of Lesson** | This lesson should take three class days to complete. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Student handouts
* Portfolio Guidelines
* Student Reflection Sheet
* Three-Ring Notebook Paper protectors
* Dividers
* Teacher computer
* Projector for student presentations
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * If possible, display each form on projector screen
* Copy the handout sheets and rubric for the students
* Have materials ready prior to the start of the lesson.
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| **Direct Instruction \*** | * Ask students what the benefits of using portfolios are.
* Ask students what employers are looking for in job applicants.
* Explain each form in detail and check for understanding.

*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 \*** | Have students create a portfolio using the Portfolio Guidelines. They will choose a sample of their current work to add to the portfolio and evaluate each entry by completing the Student Reflection Sheet before adding the document to the folder. Inform the students that it is expected they keep the portfolio for the following year.* The teacher will go over each form individually and thoroughly. It is extremely important that all students understand what is required of them to complete the assignment.

*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 create a career portfolio. |
| **Lesson Closure** | * Why is it important to develop a career portfolio?
* What important components should be included in a career portfolio?
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment*** Discussion rubric
* Individual work rubric

**Formal Assessment*** Portfolio rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **References/Resources/Teacher Preparation** | * Office of the Research, Office of Educational Research and Improvement (OERI) of the U.S. Department of Education,
* <http://www.ed.gov/pubs/OR/ConsumerGuides/classuse.html>
* Internet search, “Kimeldorf, Martin, Portfolio Library and Selected Works”
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary StandardsI. Key Cognitive SkillsD. Academic behaviors1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
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| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Skills USA, Technology Student Association (TSA) |
| **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)