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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Arts, Audio/Video Technology, and Communications | |
| **Course Name** | Practicum in Fashion Design | |
| **Lesson/Unit Title** | Training Station Orientation | |
| **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;  (B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;  (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;  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples;  (E) demonstrate skills in evaluating and comparing employment opportunities; and  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information, data, and observations;  (D) deliver formal and informal presentations;  (E) apply active listening skills to obtain and clarify information;  (F) communicate with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction. | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Learn about or reinforce a basic knowledge of their respective training stations. * Demonstrate an understanding of what is expected from their training sponsors. * Compile information and will create a multimedia presentation. * Communicate their knowledge orally to their peers. | |
| **Rationale** | Upon completion of this lesson, each student will demonstrate thorough knowledge of his or her work place. | |
| **Duration of Lesson** | This lesson should take 12 class days to complete. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None | |
| **Materials/Specialized Equipment Needed** | * Paper for essay * Camera or phone with camera * Flash drive * Computers (for students to complete project) * Projector (for digital presentation) * Scanner to scan pictures or materials brought to class | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Tell the class about some of the things you learned at previous jobs. * Explain how those skills helped you to become a teacher. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Directions:  a. The packet of  information must be  completed by interview,  website, or handbook.  b. Minimum of 12 digital  photos.  c. Floor plan may be  scanned.  II. Grading:  a. Completion of packet  b. Multimedia presentation  c. Pictures  d. Professionalism during  presentation  III. Presentation must have:  a. Name and logo  b. Floor plan  c. Policies/procedures  d. Company history  e. Supervisor’s or owner’s  previous experience  f. Site of company  g. Organizational chart  h. Inclusion  i. 3,2,1  IV. Layout format must be followed.  \*\*\*Handout the Portfolio Guidelines | * Copy the instructions and grading rubric and make into a packet. * Tell the class about some of the things you learned at previous jobs. Explain how those skills helped you to become a teacher. * Explain the necessity of learning as much as possible about a job because some of the skills learned will help with future employment. * Explain to the class that customers see a business much differently than the employees see it. * Ask the class if they ever wanted to work at a place where they have shopped. Have them give reasons why they wanted to work there. * Go over all the criteria in the assignment and check for understanding. |
| **Guided Practice \*** | * Using the digital presentation**,** the teacher will go over the requirements of this project. The student will follow along and make notes on their hard copy. Students will be strongly encouraged to take the assignment packet to their job sites so employers will know about the activity. * Ask students to “map” out their plan, using a Mapping Tool from the Appendix of this document. * Give some ideas to students during the brainstorming session before the end of the first class period. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Employer Project   * Students will work at their own pace to complete the Employer Project activity. * All work is done in class (other than interviews), so the teacher can check for understanding. * Students are strongly encouraged to take ownership of this activity and to establish a workable pace in order to complete the project on time. * Students should be prepared to present their projects to the class. | |
| **Lesson Closure** | * Why do customers see a different perspective of a business operation than that of the employees? * Why is it important to learn as much as possible about the business establishment? * Why are procedures established and expected to be followed? | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * Instructor will observe students during independent practice. * Instructor will assist students as needed.   **Formal Assessment**   * Use the Individual Presentation Rubric to evaluate.   **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** | * Secure the computer lab if you do not have immediate access to one in your classroom. * Copy the handout sheets and rubric for the students. | |
| **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) |  | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association | |
| **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)