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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** | Practicum in Fashion Design: Goin’ Global |
| **TEKS Student Expectations** | §130.115. (c) Knowledge and Skills  (2) The student applies academic knowledge and skills in fashion, textile, and apparel projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and  (11) The student describes fundamentals of fashion buying. The student is expected to:  (A) explain processes for retail buying;  (B) identify wholesale market resources;  (C) compare various apparel markets;  (D) analyze how timing and pricing of fashion apparel and accessories are determined;  (E) analyze the price of a fashion product;  (F) describe various types of retail outlets;  (G) describe how offshore sourcing impacts fashion retailing; and  (H) compose a scenario plan for retail pricing, sales, inventory, and purchasing. |
| **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 understand how international business practices affect local fashion retailing.  Students will:   * Learn about the processes for retail buying. * Assess the benefits of international trade. * Determine the cultural, economic, and political factors that should be considered when deciding whether to do business abroad. |
| **Rationale** | International business impacts our business at home. |
| **Duration of Lesson** | 5 Days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | **Preparation**   * Make copies of all handouts for this unit. * Secure a computer lab, if one is not readily available to your class.   **Instructional Aids**   * Student handouts   **Materials Needed**   * Copies of assigned activities * Internet access   **Equipment Needed**   * Computer lab * Teacher computer |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask why it is necessary to get goods from other countries. * Ask why our government put trade restrictions on imports. * Ask how emerging nations become involved in international trade. |
| **Direct Instruction \*** | * Explain how all leading nations are interdependent. * Discuss the impact of cultural and social environments on global trade.   *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 while students take notes using their handout. Students will work in class to complete the Notes Completion Activity to ensure understanding of the material.  *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 use research skills to investigate the customs and culture of various countries. * Students will examine some of the fashion products the U.S. and other countries have available to export.   *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** | * Why do countries trade with each other? * Why do governments put trade restrictions on businesses? * Why is it important to an economy to maintain a balance of trade? |
| **Summative/End of Lesson Assessment \*** | **Informal Evaluation:**  Daily assessment on progress of projects. The teacher will become the facilitator, since the Cultural Differences and Globalization activities are student-driven. As a suggestion, the teacher may want to have students evaluate their peers as well. If so, copy extra rubrics ahead of time.  **Formal Evaluation:**  Rubrics will be used to assess completed project.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/Teacher Preparation** |  |
| **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)** | 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)