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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** | Personal Management in Fashion Design |
| **TEKS Student Expectations** | 130.115. (c) Knowledge and Skills  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills independently and in groups  (B) employ interpersonal skills in groups to solve problems  (8) The student implements leadership characteristics in classroom and professional settings. The student is expected to  (A) employ leadership skills to accomplish collective goals  (D) to employ mentoring skills to inspire others |
| **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 apply concepts of personal development using the goal-setting concept to create short-term goals and long-terms goals for the current school academic year.  **Specific Objectives**   * Understand what goal-setting is and its importance in Personal Management. * Identify the benefits of goal-setting. * Determine short-term goals and long-term goals. * Develop *S.M.A.R.T. Goals Planner*. * Sign a *Personal Development Mentor/Mentee Partnership Agreement*. |
| **Rationale** | This interactive lesson in Practicum of Fashion Design guides students through collaborative activities in time management, personal goal setting and SMART goal setting. |
| **Duration of Lesson** | Five Days (225 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Goal Setting -** a powerful technique for helping you develop a solid foundation for future planning andorganization. * **Short-Term Goals -** goals you want to do in the*near future*; the near future can mean today, this week,this month, or even this year. * **Long-Term Goals -** something you want to accomplish in the*future*; they require time and planning;they are not things you can do this week or even this year; they are usually at least several years away. * **Personal Management -** is about mapping a plan for your life that will involve setting short-term andlong-term goals and investigating different ways to reach those goals; education, training, and experience all help make your goals become a reality. * **Mentee -** a person who is guided by a mentor. * **Mentor -** a wise and trusted counselor or teacher, an influential senior sponsor or supporter. * **Planner -** used to manage your time, prioritize assignments, and track grades for every six weeksduring the academic school year. * **S.M.A.R.T. -** guidelines to help you set effective goals; S = Specific; M = Measurable; A = Achievable; R =Realistic; T = Timely. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Note Taking Form handout   **Equipment Needed**   * Computer and Internet access for students * Projector for student presentations   **Materials Needed**   * Handouts for each student * Personal Management Terms and Definitions * Note Taking Form * Activity 1 - Short-Term Goals * Activity 2 - Long-Term Goals * Activity 3 - Life Goals Collage * Activity 4 - Six Weeks S.M.A.R.T. Goals Planner * Activity 5 - Personal DevelopmentMentor/Mentee Partnership Agreement * Supplies listed in each activity * Pencils and Pens |
| **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 \*** | The main purpose of this lesson is to give students an opportunity to apply the concepts of Personal Management using goal-setting techniques.  **Say**  During this lesson, you will learn about Personal Management. You will focus on what goal-setting is, understanding the benefits of goal-setting, determining your short-term goals and long-term goals, developing a *Six Weeks S.M.A.R.T. Goals Planner*, and establishing a mentor and mentee partnership agreement.  **Say**  To achieve your goals, you must choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities.  **Ask**  Why do you think it is necessary to establish short-term goals and long-term goals?  **Say**  You will create your short-term goals and long-term goals for the current academic school year. |
| **Guided Practice \*** | * The teacher will present the information on Personal Management and lead the class discussion. * The teacher will distribute all handouts and the class will discuss them. * After the students have learned about Personal Management they will begin to work on the activities. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will determine their short-term goals and long-term goals. * Students will design their Life Goals Collage. * Students will establish their Six Weeks S.M.A.R.T. Goals Planner. * Students will sign their Personal Development Mentor/Mentee Partnership Agreement. * Students will present their Life Goals Collage to the class. |
| **Lesson Closure** | There are several short-term goals and long-term goals that students can determine in high school. It is important for students to establish their life goals 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  **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** | **Reference**  *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 Personal Management and goal-setting in high school. |
| **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)