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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Cosmetology II |
| **Lesson/Unit Title** | Cosmetology II End-of-Course Review Lesson |
| **TEKS Student Expectations** | **130.284. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (D) use conflict-management skills to avoid potential or perceived conflict;  (E) investigate employment opportunities, including entrepreneurship;  (F) evaluate data or outcome of a broad range of personal care services;  (G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers;  (J) employ leadership skills within a classroom or community setting to maintain positive relationships; and |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Review all TEKS and student expectations for Cosmetology II * Exhibit academic, critical thinking and problem-solving skills * Develop a proposal for a cumulative or specialized end of course project based on selected course TEKS * Research and/or collect data to complete a cumulative or specialized end of course project and presentation |
| **Rationale** | Ladies and gentlemen, our Cosmetology II course is coming to an end. We have approximately \_\_\_\_ weeks until the end of the school year (semester). In this lesson, we will be reviewing all the Texas Essential Knowledge and Skills (TEKS) and Student Expectations for this course. Your final task will be to plan, prepare and present an individual END OF COURSEPROJECT. You will have the opportunity to research and investigate one or more specific course topics that are of interest to you. |
| **Duration of Lesson** | Ten 45-minute class periods  Note: The actual duration of the END OF COURSEPROJECT lesson will depend on the individual instructor and projects selected. Some instructors may allow students to select their own projects, while others may feel more comfortable assigning all students the same project. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Critical thinking:** Disciplined thinking that is clear, rational, open minded and based on evidence  **Cumulative:** Including or adding together all the things that came before  **Essential:** Extremely important and necessary  **Problem solving:** Overcoming obstacles and finding a solution that best resolves an issue  **Project based learning:** Instructional approach built upon authentic learning activities that actively explore real-world problems and challenge and acquire a deeper knowledge  **Recommended:** Worthy of acceptance |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with internet   **Materials:**   * Index cards * Markers   **Technology:**   * Access to:   + GlogsterEDU   + PowerPoint   + Prezi * Copies of handouts.   **PowerPoint:**   * End of Course Project Options   **Graphic Organizer:**   * My End of Course Project Options * End of Course Project Proposal Outline   **Handouts:**   * Student Course Reflection |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Print a class set of the course TEKS, and collect empty binders, report covers, copies of tests; sample A projects from the school year and sentence strips with the vocabulary words written on them. Place all items on a table in the center of the classroom.  Inform students that the end of the school year/semester is right around the corner. See lesson rationale. Distribute and review the course TEKS and student expectations. Explain that the state of Texas expects all students in this course to have learned each of the student expectations.  Have students share their favorite project topics. Ask which topics or projects they wish they could have explored further. |
| **Direct Instruction \*** | Distribute My End of Course Project Options to students so they may take notes during upcoming slide presentation.  Begin End of Course Project Options PowerPoint. Introduce lesson objectives, terms, and definitions.  Review and thoroughly discuss individual project options. Remind student to select and write a brief description of at least four options on their graphic organizer.  After presentation, allow students to prioritize and tentatively select a project option.  Teacher note: It is at teacher discretion as to whether students will work individually or in teams.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PPT presentation notes |
| **Guided Practice \*** | END OF COURSE PROJECT PROPOSAL OUTLINE:  Provide students with a template for the End of Course Project Proposal Outline. Inform students that they are to use this document as a guide to complete their End of Course Project Proposal. Provide assistance as students create a draft of their proposal. Encourage students to engage in peer editing prior to submitting their final document to you.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * allowing student to work with a partner/team to prepare proposal |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Once end of course project proposals have been approved by teacher, a rubric will need to be created for each project.   See <http://cte.sfasu.edu/classroom-essentials/rubrics/>  Provide students with appropriate End of Course Project Rubric. Review all components of the rubrics so that students clearly understand the project expectations.  Allow students to begin researching and working on their projects. Continuously monitor their progress, offering guidance, suggestions, and encouragement as needed.  Stop all classroom activity five or six minutes before end of class each day and allow students/teams to take turns providing an oral update of their progress.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * allowing student to work with a partner or as part of a team * providing additional encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students/teams will make End of Course Project presentations to the class.  The Student Course Reflection. Can be administered either at the beginning or towards the end of final class period of the course. Inform students that the reflection can be anonymous and the results will be used to improve the course content. |
| **Summative/End of Lesson Assessment \*** | Students projects/presentations will be assessed with appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing additional encouragement |
| **References/Resources/**  **Teacher Preparation** | **Websites:**  Texas Education Agency Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance, and resources to help schools meet the educational needs of all students. <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilized four corners vocabulary/ word wall activity <http://cte.sfasu.edu/wp-content/uploads/2012/02/Four-Corner-Vocabulary2.pdf> |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Encourage students to “make predictions” about the text content prior to reading. “I think it’s going to be about……. because I know (I heard) ………………….” This encourages active reading and keeps the student interested. While reading, the students may revise their original predictions and/or make new ones. * Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. * Have students form their own questions about the text prior to reading or have them write down any questions that come to mind as they are reading. * Encourage students to connect reading to their life experiences or prior knowledge. * Word Attack Strategies. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion) the student will have a better understanding of the pronunciation and meaning of the unfamiliar word(s) facilitating comprehension. |
| **Quotes** | A man’s accomplishments in life are the cumulative effect of his attention to detail. **-John Foster Dulle**  And I love doing my own projects; that’s what I’ve always wanted to do. **-Stanley Tucci**  Learning is like rowing upstream; not to advance is to drop back.” **- Chinese proverb**  Life is the sum of all your choices. **-Albert Camus**  We are what we repeatedly do. Excellence then, is not an act, but a habit. **- Aristotle** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | Encourage students to proofread and edit each other’s written work before submitting for assessment. |
| **Communication**  **90 Second Speech Topics** | Daily oral individual/team updates on End of Course Project. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Instructor or students may select to incorporate additional components to the End of Course Project such as including a panel of speakers or inviting parents, administrators, or Career Cluster stakeholders to the presentation phase of this lesson. |
| **Family/Community Connection** | See Enrichment Activity |
| **CTSO connection(s)** | Select student end of course projects may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed the following school year. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Example:   Selected students End of Course Project may be a Service Oriented Project. Student ideas may be saved and the actual project(s) executed the following school year. |

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)