Unit 1: Employability and Career Development
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Content Area: **CTE**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fashion

Grades 9-12

Belleville Board of Education

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Unit Overview

Preparing for a career involves setting goals. Students will analyze their likes, dislikes, interests, and abilities as preliminary steps in choosing a career. Students will research qualifications needed to work in fashion industry/career areas. Students will identify skills and qualities needed for career success. All fashion-related careers require some common skills and work place ethics along with the ability to create, calculate, communicate, think, negotiate, and work as a member of a team. To be employed in the fashion industry, you must process a positive work ethic and good leadership skills.

NJSLS

9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and

employees in the global workplace.

Exit Skills

Student will be able to:

- develop and utilize communication skills.
- explore individual interests, aptitudes and abilities that are related to career choices.
- explore career preparation/education extends beyond high school.
- research career information for informed decisions.
- understand planning for future goals takes time and effort.
- research the financial commitment/cost of career preparation/education beyond high school.
- conduct a job search
- prepare a resume
- practice job interviewing skills
- dress for success
- choose appropriate attire for business

Enduring Understanding

- Interests, aptitudes and abilities are related to career choices.
- Career preparation/education extends beyond high school.
- Research provides information for informed decisions.
- Planning for future goals takes time and effort.
- Career preparation/education beyond high school is a financial commitment.
- Job search sources/networking
- Resume Construction
- Job Interview Skills
- Quality characteristics of a good employee

Essential Questions

- Am I able to evaluate academic and career skills related to school and employment?
- How do I decide or make choices?
- Why do I need to be accountable?
- How do I best communicate?
- How do my interests, aptitudes, and abilities relate to my career choices?
- How do I make informed career choices?
- What is today's fashion job outlook?
- What are entry level jobs in the fashion field?
- What are characteristics of a quality employee?
- What is my educational goal or chosen field of education?
- What career preparation/education do I need?
- What is the cost of career preparation/education?
- How will my career preparation/education be financed?
- How do a find a job or conduct a job search?
- What are the advantages and disadvantages of being an entrepreneur?
- How do I write a resume and cover letter?
- How do I build a portfolio?
- How do I prepare for a job interview?
- What are the qualities needed for job success?

Learning Objectives

Students will demonstrate ability to :

- research career and educational opportunities related to fashion production and the fashion merchandising industry.
- critique the characteristics of a quality employee and positive work ethic.
- assess their personal interests, aptitudes, and abilities related to career goals.
- compare the cost of secondary education and/or advanced training in fashion production and fashion merchandising.
- develop a resume and cover letter for a fashion industry/production or merchandising position.
- create an employee review template for evaluation of an employee performance.
- evaluate job performance of employee positions as a fashion production/merchandising manager.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Alignment to 21st Century Skills & Technology

- Communication Skills – English, Reading, Writing
- Mathematics
- Economics
- Artistic Design and Creativity
- Social Skills/Interpersonal Skills

21st Century/Interdisciplinary Themes

- ICT (Information, Communications and Technology) Literacy
- Interpersonal Communication
- Problem-Solving
- Financial, Economic, Business and Entrepreneurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

Students will be able to use their learning to …

- Use effective oral and written communication strategies for creating, expressing, and interpreting information and ideas.
- Use critical and creative thinking strategies to facilitate innovation and problem-solving both independently and in teams.
- Use technology is used to access, manage, integrate, and disseminate information.
- Use effective leadership and teamwork strategies to foster collaboration and cooperation to accomplish goals.
- Develop life skills in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

- Develop employable skills to build the capacity for successful careers.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- Interactive SmartBoard Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications

Differentiation

• Small group assignments
• Added time to complete assignments
• Pairing oral instructions with visuals
• Repeat directions as needed
• Reinforcing on-task behaviors and skill acquisition
• Reduce amount of assignments that are due
• Rephrase written directions
• Study guides provided
• Additional time for skill mastery
• Test read to student
• Visual presentation
• Computer or electronic device utilizes
• Techniques of repetition, review, and summarization
• Small group setting
• Paired given oral as well as written instructions
• Peer assistance provided
• Printed copy of board work/notes provided

- Study guides/questions provided
- Extra time for completion
- Use of study sheets, notes, open book

Special Education

- Study Guides/Board Notes
- Additional Time for Skill Mastery
- Assistive Technology
- Computer or Electronic Device Utilizes
- Multi-sensory Instruction
- Preferential Seating
- Student Working with an Assigned Partner
- Small Group Instruction
- Check Work Frequently for Understanding
- Extended Time on Tests/Quizzes

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions

- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- Teach Key Concepts
- Visual Teaching Aids: Videos, Illustrations, Pictures and Drawings
- Use of note cards, study guides and open book during testing
- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Peer Tutoring

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- Small Group Instruction
- Student Working with and Assigned Partner
- Preview of Content, Concepts, and Vocabulary
- Check Work Frequency for Understanding
- Study Guides
- Assistive Technology
- Computer or Electronic Devices
- Extended Time on Tests/Quizzes

- Preferential Seating
- Peer Tutoring

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Formative:

- Study Guide
- Culinary Learning Logs
- Lab Reports
- Group/Lab Participation
- Interactive Notebook
- Observations
- Accomplishing Daily Objectives
- Exit Questions
- Mental Checklists

Summative**:**

- Quizzes
- Tests
- Projects

- Presentations
- Exams

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Textbook –*Simplicity's Simply the Best Sewing Book*
- Textbook – *Clothing Concepts and Construction*
- Power Point Presentations
- Internet

Ancillary Resources

- Demonstrations
- Guest Speakers
- Worksheets/questions
- Filling out fashion learning logs
- Resume Templates
- Resume Writing

Sample Lesson

Unit Name: Employability and Career Development

NJSLS: See link below

Statement of Objective:

SWDAT research career and educational opportunities related to fashion design, merchandising and production.

SWDAT critique the characteristics of a quality employee and positive work ethic.

SWDAT assess their personal interests, aptitudes, and abilities related to career goals.

SWDAT compare the cost of secondary education and/or advanced training in fashion merchandising and design.

SWDAT develop a resume and cover letter for a fashion design position.

Anticipatory Set/Do Now: What do you think are characteristics of a good employee? Rate these characteristics from most important to least.

Learning Activity: Work ethics discussion

Employee Characteristics

Personal analysis of interests/

Career Goals/research

Student Assessment/CFU's: see above

Materials: Student Roster, Venn diagram, Power point, video clips

21st Century Themes and Skills: see link above

Differentiation: see link above

Integration of Technology: Power Point, video clips, SmartBoard

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CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.