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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** | Introductory Lesson: Cosmetology II |
| **TEKS Student Expectations** | 130.284.c.  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (E) investigate employment opportunities, including entrepreneurship  (6) The student analyzes career paths within the cosmetology industry. The student is expected to:  (A) explore marketing techniques when selecting and using multimedia to attract and retain clientele |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Explain the connection between Career and Technical Education (CTE), the Human Services career cluster and Cosmetology II * Recognize the programs of study in the Human Services career cluster * Review the course TEKS and student expectations * Explore the coherent sequencing of CTE courses available in their district and their campus * Develop an awareness of career opportunities related to the course Cosmetology II |
| **Rationale** | The purpose of this lesson is to serve as an introduction to the course Cosmetology II. I will introduce you to the world of Career and Technical Education (CTE) and the 16 career clusters. By the end of this lesson you will understand that Cosmetology II is one of 12 Human Services cluster courses available to students in Texas. We will also explore the sequencing of courses available in our district and on our campus, as well as develop an awareness of career pathways that this course can lead you to. |
| **Duration of Lesson** | Two 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Apprenticeship:** Legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business  **Career and Technical Education (CTE):** Prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education  **Career Clusters:** Way of organizing curricula, instruction, and assessment around specific occupational groups  **Career Preparation Courses:** A learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders  **Certification:** A designation earned by a person to assure qualification to perform a job or task  **Coherent Sequence of Courses:** Educational plan made up of developmentally appropriate courses suited for a given career objective or goal  **Dual Enrollment:** Refers to an opportunity and agreement through which a student may earn high school credit for successfully completing a college course that covers all the TEKS  **Internship:** Any period of time during which a beginner acquires experience in an occupation or profession  **Practicum Courses:** Designed to give students supervised practical application of previously studied knowledge and skills that can occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience  **Programs of Study:** A way of organizing curricula and educational activities within a career cluster related to a student’s specific academic or career goal |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computer lab with internet   **Supplies:**   * Index cards * Various textbooks, materials, and supplies pertaining to this course * Copies of handouts   **PowerPoint:**   * Introductory Lesson: Cosmetology II * 16 Career Clusters   **Graphic Organizers:**   * Career and Technical Education (CTE) Graphic Organizer * Career and Technical Education (CTE) KWL Chart   **Handouts:**   * Blank Career and Technical Education Terms * Career and Technical Education Terms * Career and Technical Education Terms (Key) * Career and Technical Education (CTE) Rubric * Career Clusters® * CTE Terms Matching Game |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Print a class set of the course TEKS.  Set up a display consisting of the course textbook, magazines and other related materials and supplies.   * Nationwide, Career Technical Education (CTE) programs are changing, evolving, and innovating to better serve the country’s needs. CTE is preparing students of all ages to help drive America’s success and vitality. This video summarizes the national efforts behind the CTE: Learning that works for America initiative. [CTE: Learning That Works for America](http://vimeo.com/31386280) |
| **Direct Instruction \*** | Distribute Career and Technical Education KWL Chart. Instruct students to fill out the first two columns of the chart. The document will be revisited during lesson closure.  Distribute Career and Technical Education Terms. Introduce lesson objectives, terms, and definitions.  Instruct student to take notes during upcoming slide presentation on the back of the Career and Technical Education Terms.  Begin PowerPoint Introductory Lesson: Cosmetology II. Allow for thorough class discussion and questions and answers.  Optional: Additional slide presentation 16 Career Clusters® may be viewed to reinforce career clusters.  *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 \*** | Distribute Career and Technical Education (CTE) Graphic Organizer. Allow students to work with a partner to complete activity. Have class revisit appropriate slide and make corrections on their documents.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing extra time to complete assignment * checking for understanding |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Instruct students to individually create their interpretation of the CTE/course information presented at the end of the slide presentation. Finished product may be used as the coversheet for their class binder, folder, or journal. Students may draw or use a computer to complete the task.  Product must include/answer the following:   * What does CTE stand for? * What is the name of this course? * What cluster is this course in? * What programs of study are in this cluster? * Cluster descriptor   Distribute Career and Technical Education (CTE) Rubric. Provide a thorough explanation so that students will know how their product will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing student to work with a peer tutor * providing extra time for assignment |
| **Lesson Closure** | Review lessons objectives, terms, and definitions.  Students will complete the final column of the Career and Technical Education KWL chart. |
| **Summative/End of Lesson Assessment \*** | Allow students to share their products with the class. Assess student products with rubric.  Optional:  Have students vote on the best product and place in a prominent place in the classroom.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assessing product with a modified rubric * allowing additional time for completion of assignment |
| **References/Resources/**  **Teacher Preparation** | **Websites:**   * Learning that Works for America sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers. <http://www.careertech.org/CTE> * Texas Department of Licensing and Regulation Occupational regulatory agency, responsible for the state’s 29 occupations and industries <http://www.license.state.tx.us/> * 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 * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Encourage students to read more information about Career and Technical Education at:  **CTE Vision**<http://www.careertech.org/cte-vision>  Reflect, Transform, Lead: A New Vision for Career Technical Education This five-part series dedicates an issue brief to each of NASDCTEc’s core principles for CTE:   * CTE is critical to ensuring that the United States leads in global competitiveness. * CTE actively partners with employers to design and provide high-quality, dynamic programs. * CTE prepares students to succeed in further education and careers. * CTE is delivered through comprehensive programs of study aligned to The National Career Clusters Framework. * CTE is a results-driven system that demonstrates a positive return on investment. * 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** | There are two mistakes one can make along the road to truth…not going all the way, and not starting. **-Buddha**  Motivation is what gets you started. Habit is what keeps you going. **-Jim Rohn**  A journey of a thousand miles must begin with a single step. **-Lao Tzu**  The beginning is the most important part of the work.” **-Plato** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entry:**   * I am interested in the \_\_\_\_\_\_\_\_\_\_\_\_program of study because………………. * Career and Technical Education……   **Writing Strategies:**   * RAFT   + Role: Student   + Audience: CTE Director   + Format: Invitation   + Topic: CTE open house or CTE program showcase |
| **Communication**  **90 Second Speech Topics** | See “quotes.” Allow students to select a quote and provide their interpretation of the author’s intended meaning. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | **Scenario:** Our campus would like to promote its Career and Technical Education (CTE) courses and make parents aware of the career opportunities available to students enrolled in students. You have been selected to create a presentation for a group of parents that are not familiar with this course.  Create and present a professionally made electronic flowchart depicting the connection between Career and Technical Education (CTE), the Human Services career cluster, Family and Community Services programs of study and this course.  **Technology:**   * Access to:   + GlogsterEDU   + PowerPoint   + Prezi   Note to teacher: Print six sets of CTE Terms Matching Game and cut apart the sections. Distribute a set of the matching game to each group. In groups of four, allow the students to match the terms with the definitions. |
| **Family/Community Connection** | Interview a relative or other individual that took a Career and Technical Education course in high school.  Possible questions:   * What courses did you take? * What type of skills did you learn? * Is your career directly related to the courses you took?   What impact did this (these) courses/skills have on your life? |
| **CTSO connection(s)** | Introductory lessons may have a CTSO or service learning connection. It is possible that student ideas may be saved and the actual project(s) executed during the school year.  SkillsUSA<http://www.skillsusa.org/Contest>  **SkillsUSA Championship Contest – Prepared Speech**  Requires students to deliver a speech five to seven minutes in length on a common theme established by National SkillsUSA early in the school year. Contestants are evaluated on their ability to present thoughts relating to a central theme clearly and effectively, and on voice, mechanics, and platform deportment. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson.  Example:  Selected introductory lesson activities may have a service learning component. Students ideas may be saved and the actual project(s) executed during the school year or students may combine forces with Cosmetology I and Cosmetology II students to complete service learning projects. |

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)