

Fashion & Clothing II

2013-2014

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Unit 3: Careers in the Fashion Industry

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.
- 9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
- 9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.

21st Century Themes (www.21stcenturyskills.org)

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

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1</i> When choosing a career it is important to know your personal strengths and weaknesses.</p> <p><i>EU 2</i> There are many career paths within the Fashion Industry.</p>	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does a person identify their strengths and weaknesses? • What are my strengths and weaknesses that will affect my career choices? • How can I best use my strengths to guide my Fashion career choices? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How would a person choose a career path which best suits your interests and strengths? • What are the common misconceptions about careers in the Fashion Industry?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Their individual strengths and weakness. • Their strengths and weaknesses in relation to their career choices. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Career choices available in the Fashion Industry. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Recognize their strengths and weaknesses. • Evaluate their strengths and weaknesses in relation to their career choices. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify and research a variety of global careers in the Fashion Industry.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

EU 1 and EU 2

As a high school guidance counselor, a student comes to you for advice. They would like to further their education concerning their career choices in the Fashion Industry. They have taken the 'personality test' which shows their strengths and weaknesses. You will create an electronic portfolio with your findings. You must identify 3 career choices in the Fashion Industry which match their strengths.

You will record the following in your written report:

- Evaluation of the student's profile
- Research compatible career traits. Identify and describe 3 careers which best match these traits including: cost of schooling, degree needed, and the availability of the career in three worldwide locations, current salary, the cost of living in chosen locations and the job responsibilities, duties and requirements.
- Explain why you would recommend or not recommend these 3 careers taking into consideration all the above research. Forecast the career's global outlook for the future.

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Class Discussion
- Journal Writing/Reflection
- Self-analysis of personality traits
- Rubric- Electronic Presentation on Fashion Industry Careers
- Essay Prompt- "I would/would not choose a career path in the Fashion Industry because..."

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Think, Pair, Share- What are the qualities of strengths and weaknesses? (A)
- Individual Personality Assessment (A)
- Teacher presentation discussing variety career paths in the Fashion industry (A)
- Graphic organizer completed by student identifying specific careers within each path of the fashion industry (A)
- Debate individual strengths and weaknesses corresponding to a variety of fashion industry careers. (M)
- FCCLA Planning Process Sheet completed by student (M,T)
- Career investigation and presentation by student (A,M,T)
- Student Participation in Family, Career, Community Leaders of America (FCCLA) (M,T)