

Course: <i>Fashion and Clothing II</i> Unit #: 4- Careers	Year of Implementation: 2022-2023
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: https://www.state.nj.us/education/cccs/2020/ https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf	
Unit Standards: <i>9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities.</i> <i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</i>	
Transfer Goal: Students will be able to independently use their learning and knowledge of career opportunities to obtain a job in the fashion industry. As aligned with LRHSD Long Term Learning Goal(s): <i>Apply critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community. Seek and attain employment, especially in FCS-related fields. Develop skills and technical proficiencies that transfer to family life and global career opportunities. Communicate and collaborate effectively in a variety of professional and personal situations</i>	

Enduring Understandings

Students will understand that. . .

EU 1

- When choosing a career it is important to know your personal strengths and weaknesses.

EU 2

- There are many career paths within the Fashion Industry.

*Essential Questions**EU 1*

- 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?

EU 2

- What are the common misconceptions about careers in the Fashion Industry?
- What qualifications are needed in different careers?
- What careers do you consider are a part of the fashion industry?

Knowledge

Students will know . . .

EU 1

- their individual strengths and weaknesses.
- their strengths and weaknesses in relation to their career choices.

Skills

Students will be able to. . .

EU 1

- Recognize their strengths and weaknesses.
- Evaluate their strengths and weaknesses in relation to their career choices.

• fashion career options. <i>EU 2</i> • Career choices available in the Fashion Industry.	• Transfer knowledge of personal strengths and weakness as applied to a fashion career. <i>EU 2</i> • Identify and research a variety of global careers in the Fashion Industry.
Stage Two - Assessment	
<u>Other Evidence:</u> • Class Discussion • Journal Writing/Reflection • Self-analysis of personality traits • Electronic Presentation on Fashion Industry Careers • Essay Prompt- "I would/would not choose a career path in the Fashion Industry because..." • Reality Check https://portal.njcis.intocareers.org/ • Peer to peer interviews	
Stage Three - Instruction	
<u>Learning Plan:</u> Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} • 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) • Career investigation and presentation by student (A,M,T) • Student Participation in Family, Career, Community Leaders of America (FCCLA) (M,T)	

