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| |  |  | | --- | --- | | **Title of Unit: Orientation/SkillsUSA** | **Grade Level: 10-12** | | **Curriculum Area: Cosmetology Services II (12.41000)** | **Time Frame: 7 Days** | | **Developed By: Valerie R. Jordan** | **Date: August 6-14, 2015** | | |
| **Opening**  Students will turn in their syllabus.  Students will view a ppt. on classroom behavior.  Students will receive a note book check.  Students will receive a monthly timesheet to record their hours.  Students will review for a test. | |
| **Standards** | **HUM-CSII-10**  **Explore how related student organizations are integral parts of career and technology**  **education courses through leadership development, school and community service**  **projects, entrepreneurship development, and competitive events**.  10.1 Research the history of SkillsUSA.  10.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.  10.3 Explain how participation in SkillsUSA can promote lifelong responsibility for community service and professional growth and development.  10.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course. |
| **Essential Question(s)** | 1. What are three classroom procedures? 2. Who can name a course requirement? 3. When is the acknowledgement of receipt for the syllabus due? 4. Give an example of how SkillsUSA can develop employability skills. 5. What was the original name of SkillsUSA and what year was it founded? 6. List 3 parts of the SkillsUSA mission statement. 7. What are the SkillsUSA official colors and what does each color represent? |
| **Vocabulary** | Honesty, Loyalty, Problem Solving, Communication, Technical Competency, Team Work, Work Ethic, Motivation, Flexibility, Adaptability, and Organization Skills. |
| **Unit Lesson** | Students will sign in.  Students will view a ppt. on classroom behavior.  Students will listen as instructions are given on classroom and lab procedures.  The students will receive general information about the school policies, course requirements, and their syllabus.  Students will write their names on the folders on their desk and fill out the student information sheet found in the folder.  The students will be asked to pair up with the person sitting next to them.  Students will take the student interest survey from their folder and interview each other completing the student interest survey.  Students will listen as instructions are given pertaining to the procedure for using a time sheet**.**  Students will list the Standards.  Students will listen as the standards are being explained.  Students will list and define 3 opportunities to enhance their learning in CTAE.  Students the will list top 10 qualities that employers are looking for.  Students will listen as a short discussion is given pertaining to the history of SkillsUSA.  Students will be expected to take notes  Students will view a short SkillsUSA video  Students will list the acronym VICA & what it stands for and when it was founded & the name change.  Students will take a SkillsUSA History test |
| **Work Session (Explore, Explain, Elaborate)** | |
| Students will be given an index card to write whether they are a Novice: I am starting to learn this and I don’t understand it yet. An Apprentice; I can do this if I look at an example or get help. A Practioner; I can do this on my own without any help. Or an Expert; I can do this on my own without any help! And explain how to do it. The students will be grouped based on what they write down on their index card. The experts will assist in helping with the different groups. | |
| **Differentiated**  **Instruction/ Small Group/Task** | **Group I:**  Content:  Student teacher conferencing, student/student conferencing  Process:  Using tiered activities to which all learners work with the same important understanding and skills, but proceed with different levels of support, challenge or complexity; various modifications, interventions for specified students |
| **Group II:**  Content  Flexible grouping, student/student conferencing  Product  Allowing students to work alone or in small groups on their products |
| **Group III:**  Product  Allowing students to work alone or in small groups on their products. |
| **Writing Connection** | Students will create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course |
| **End of Unit Assessment Connection** | Can students share with others important characteristics that employers are looking for? |
| **Closing:**  Review day’s activities and preview tomorrows learning.  Students will stand and share two facts and one thing they found interesting about each other.  Answer closing questions  (ticket out the door) Students will write on an index card where they are in their learning of this lesson novice, apprentice, practioner or expert and put them in the corresponding pouches.  Students are asking and answering question pertaining to the time sheet exercise. | |