

Lesson Planning Template

1. Teacher Name:	Nicole Manwaring	2. Course/Content/Grade:	FACS Integrated / CTE / 8 th Grade
3. Unit/Module/Topic:	Textiles and Clothing Construction	4. Plan Duration:	2 Day
5. Core Standard(s):	STANDARD 2 Students will discuss and participate in hands-on skill development related to clothing construction, fashion, textile technology and careers.	6. Objective(s):	Objective 6: Integrate consumerism, entrepreneurship and careers related to clothing, textiles and fashion merchandising.
7. Essential Vocabulary:	Salary: Wages or earnings from a job Qualifications: skills or certifications you need to have to be hired for a job Fashion designer: someone who designs items of clothing for a wide range of retailers Croquis Milliner Fashion photographer Knitting machinist Textile designer Fashion buyer	8. Inter-Disciplinary Connections:	Use of school-wide academic vocabulary: summarize Math: accurate measuring Art: elements and principles of design

9. Assessing for Student Learning:	self-reflection on career exploration student notes
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10. Technology Integration: (When applicable)	Teacher Use: Computer to project instructions and starter/objectives	Student Use: Canvas, 6 iPod touch devices (1 per group)
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11. Area for Content Specific Additions	Materials: guided notes sheet, newspaper, fashion croquis, masking tape, scissors, colored pencils, yarn, knitting looms and hooks, colored paper, rulers, sewing pattern
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12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
5	Post the starter question on the board. Starter: Why is pretreating stains an important step in the laundry process?	1	Individual. Students may use their notes to help them recall.	Recall knowledge from previous session to answer starter question.
5	Explicit instruction on the school-wide academic term: summarize.	1	Whole class and partners. Strategic partnering	Explain summarizing in their own words to a partner
10	Explain process of textile career exploration. In small groups students will rotate through each of 6 stations (over two days). At each station students will read the information about the career (on Canvas); summarize the job description and qualifications for the job and then discuss the pros and cons of the job with the group; write about why you would or would not want to have this job; and complete the activity (creating a basic product typical of each career).	1	Small groups. Strategic grouping to maximize groups being able to help each other.	Listen to explanation and set up notebook. Transition and complete tasks at each station smoothly.
15	Set up fashion designer activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will sketch a fashion design on the croquis. Student notes and fashion croquis.
15	Set up milliner activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will create a newspaper hat. Student notes and hat.
15	Set up fashion photographer activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will take pictures of their created hat from the milliner activity.

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				They will upload the pictures to a class Instagram account. Student notes and posted picture.
5	Post the starter question on the board. Starter: Which of the careers that you have explored so far is the most interesting? WHY?	2	Individual. Students may use their notes to help them recall.	Explanation of knowledge from previous session to answer starter question. Written response to starter question on starter paper.
15	Set up knitting machinist activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will knit hats on a loom. Finished hats will be donated to the infant ward at a local hospital. Student notes and knitted hat.
15	Set up textile designer activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will create a paper textile by weaving colored paper. Student notes and paper weave.
15	Set up fashion buyer activity.	3	Small groups. Guided notes.	After reading and summarizing job description and qualifications, students will do online research to find fabric and supply options for a sewing pattern. Student notes and sourcing sheet.

17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)	Clean up. Self-reflection. Students will evaluate the careers they explored and whether any are a good future career for them.
18. Feedback to students:	Walk around and discuss and question students at stations.

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<p>(Teacher providing feedback to students on their learning and growth)</p>	
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19. Lesson Plan Reflection Questions

<p>1. Were my students ready for this lesson? Which data support this?</p>
<p>2. Was the instructional objective met? How do I know students learned what was intended?</p>
<p>3. Were the students productively engaged? How do I know?</p>
<p>4. Did I alter my instructional plan as I taught the lesson? How and why?</p>
<p>5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?</p>
<p>6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?</p>

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