**Content Project Template**

|  |  |
| --- | --- |
| **Daily Lesson Plan Template** | |
| **Preliminary Information** | |
| **Candidate Name:** Nanci Boggs | **Grade Level: 10-12** |
| **Candidate’s Endorsement: Secondary FACS** | **Central Focus: The central focus of this lesson is to introduce the students to the topic of basic fashion design techniques.** |
| **Subject: Fashion Design** | **Learning Segment Theme: Basic design construction** |
| **Where in the learning segment does this lesson occur?**  Beginning Middle End | **Lesson Structure or Grouping:**  Whole Class Small Group 1:1  Other (specify): Click or tap here to enter text. |
| **Student Assets (Knowledge of Students)**  Complete this section if you are in a practicum setting. If you are not in a practicum setting, please list N/A. | |
| **Personal** (Interests, family backgrounds, experiences, etc.) | **N/A** |
| **Cultural** (Traditions, dialects, worldview, literature, arts, etc.) | **N/A** |
| **Community** (Landmarks, community events, etc.) | **N/A** |
| **Developmental** (Cognitive, physical, social, and emotional) | **N/A** |
| **Content Standards** | |
| **State Standards** | **SCED 12153. The student will demonstrate knowledge of design concepts, using fashion illustration techniques.** |
| **National Standards** | **16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion, and apparel.** |
| **InTASC Standards** | **Standard #3: Diverse Learners-The incorporation of technology and ability for students to work with each other help facilitate multiple intelligences within the classroom.** |
| **Learning Objective(s)**  *These must be behavioral and measurable.*  Statements of what students will know, understand, and be able to do at the end of the lesson *(consider all three domains).* Include condition, performance, and criterion. | |
| **Given a WebQuest, the student will be able to explore the virtual exhibit and analyze different components of fashion design that are displayed. The students will be able to write down three observations about the exhibit, as well as engage in active rhetoric with classmates and the teacher about these observations. At the end of this lesson, the student will submit the requested document with all three specific observations the teacher asked for.** | |
| **Beginning: Launch/Hook/Anticipatory Set**  How will you get the lesson started? What questions, texts, inquiry, modeling, and/or other techniques will you use to engage students? | |
| **The teacher will begin the lesson by asking the students who comes to mind when they think of a fashion icon. Next, the teacher will prompt the students to think of some “icons” whose style they don’t personally like. This will prompt discussions about the trends they like and don’t like. The students will then be instructed to open their laptops and go to the provided link to start their WebQuest.** | |
| **Middle: Instructional Strategies to Facilitate Student Learning**  For example: How will you engage students with ideas/texts to develop understanding? What questions will you ask? How will you promote question generation/discussion? What activities will you use to engage students in learning—for individuals, small groups, or the whole class? How will you incorporate technology? How will you address the academic language demands? Detail your plan.*Note: For math lesson plans, please write or attach every task/problem students will solve during the lesson—with the correct answers.* | |
| **Instruction/Modeling** | 1. The teacher will begin by introducing the topic of design with a discussion of modern trends and preferred trends. 2.) The teacher will give instructions for the WebQuest and inform the students of the purpose of analyzing both modern and past trends in fashion. 3.) As the students complete the WebQuest, the teacher will encourage active conversation about the observations made during the Virtual Field Trip.  4.) Upon completion of the assignment, the students will submit the questions in the WebQuest to the teacher. 5.) The teacher will instruct students to go home and analyze the trends they see in their own clothes. The students will be instructed to record a favorite item, a least favorite item, a modern trend, a past trend, and a pattern in the wardrobe choices they make. The student must take pictures of these items, as they will help in the next lesson.  6.) The students will be instructed to pack up and prepare to head to their next class but may continue conversation regarding the Field Trip or their own wardrobes. |
| **Guided Practice** | **The guided practice in this lesson will be the discussions with the teacher regarding trends and the instructions given by the teacher for the Virtual Field Trip.** |
| **Independent Practice** | **Independent practice in this lesson will be when the students are exploring the online Fashion Exhibit and discussing their observations with their peers.** |
| **End: Closure**  How will you end the lesson in a way that promotes student learning and retention? | |
| **The end of the lesson will conclude with the teacher asking the students to look at their own closets for their homework assignment. The students will be encouraged to analyze their own clothes and determine how they feel about the items’ “trendiness.” Students will establish a list of their favorite items, least favorite items, and the elements of the designs that they enjoy in their own clothing. This will help them to create their own designs in the next lab.** | |
| **Evidence and Assessment of Student Learning**  How will you know whether your students are meeting your learning objective? What tools will you use to measure their progress? How will you provide feedback to promote student learning? | |
| **Diagnostic/Pre-assessment(s)** (could be prior to the lesson) | **The pre-assessment used to determine the students’ readiness for this lesson will be the students’ final grades in the previous unit, as well as a brief call and response type of discussion, regarding previously learned information.** |
| **Formative Assessments/**  **Feedback to Learners** (part of the activities in the lesson) | **The formative assessment in this lesson will be the document the students submit to the teacher after exploring the virtual field trip. The document will contain observations about the exhibit that will assist the student in the creation of their own designs.** |
| **Summative Assessments** (matches the objective) | **The summative assessment will take place at the end of this unit. The students will turn in a completed croquis figure with the students’ own design and material samples.** |
| **Academic Language Demands** | |
| **Language Demand(s)** | **The students must use academic language to understand the instructions for the WebQuest, and to facilitate informative peer discussions.** |
| **Language Support(s)** | **Students will have their laptops open and free to search any words or terms they may not understand. They are also allowed to ask the teacher and peers for clarification on the assignment or the instructions.** |
| **Essential Vocabulary** | **Essential vocabulary for this lesson will include both content related terms (i.e., seams, trends, fabric, pleats, asymmetries, fold, crease, symmetry, lay of fabric, draping) and non-content specific terms (i.e., analyze, discuss, conclude, assume, brainstorm, consider, and contemplate).** |
| **LU SOE-Specific Lesson Requirements** | |
| **Character Education** | **This lesson will assist students in building their collaborative skills, as well as their conversational skills. Students will also work on their abilities to sympathize with and understand other perspectives.** |
| **Materials** | **Materials needed for this lesson are students’ laptops, a smartboard that the teacher can project their screen on and interact with, and the link to the WebQuest that has the link for the Virtual Field Trip imbedded (https://www.bookwidgets.com/play/pgoU7ALK-iQAEEmoEKgAAA/KEPD4K9/exploring-the-m?teacher\_id=5943464011759616).** |
| **Technology Connection** | **Technology will be integrated into the Guided and Independent practices in the lesson. This is where students will begin exploring the online exhibit.** |
| **Consider the Following Question for the next section of this Form:**  How will you support students to meet your goals? Describe EXPLICITLY what you will do! List planned supports (instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus). | |
| **Planned Supports** | **The teacher will support the by ensuring that there is a clear understanding of the tasks at hand. The teacher will show the students how to get to the needed links and will then walk through the process again with them. Students are free to seek assistance from both the teacher and peers. The teacher will have written instructions on the board for students to follow if they need further clarification.** |
| **Supports: Differentiation/Extension**  How will you provide successful access to the key concepts by all the students at their ability levels? | |
| **Exceptionalities** (special needs [IEPs/504 plans], gifted and talented, accommodations, etc.) | **Students with exceptionalities rendering the use of computers difficult are encouraged to work with willing to students to explore and discuss the exhibit. The teacher will also display the different rooms of the exhibit on the smartboard for students to see a larger view of the designs.** |
| **ELL** | **The students will be using laptops, therefore are allowed to translate any information unclear to them. They will also be given instructions written in their native language, if needed.** |
| **Learning Styles/Student Engagement** | **This lesson addresses the different learning styles in the classroom by offering the chance for students to discuss with peers their observations or work entirely by themselves. This activity also creates the chance for students to explore and make their own design conclusions, while using an engaging online activity.  This lesson cultivates interaction between the teacher and students in the classroom by allowing free discussion of opinions and preferences within the realm of fashion design. This offers the chance for the teacher to better understand the trends of her students, as well as encourage the students to build a more personal connection with the teacher.** |
| **Extension** | **The students who have already completed the assignment will be encouraged to do further research into fashion design and what inspires trends. The students will be instructed to look for designs that appear similar to the ones in the exhibit and designs that are drastically different.** |
| **References: Resources**  Cite all sources used in the development of the lesson materials and resources, including URLs or other references. | |
| Borich, G. D. & Blanchette, A. (2022). Effective teaching methods: Research-based practice –With access (10th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780135791929 The course textbook was used to determine best practices and ways in which to increase student involvement in discussion.   Higher Logic. (n.d.). Learning Resources (FCS content). E-Learning Resources (FCS Content Specific). https://www.fcsed.net/fcsed/support/support-resources/support-resources-elearning-fcs This website was used to assist in finding ideas for a Virtual Field trip.   The museum at Fashion Institute of Technology. The Museum at Fashion Institute of Technology. (n.d.). http://fit.synthescape.com/ This is the website for the virtual exhibit.   (The document would not allow for changes to the different formats needed to correctly cite all sources.) | |
| **References: Research to Support Instructional Design**  Cite all research used to support instructional design, including URLs or other references. | |
| Willingham, D. T. (2023, July 13). Ask the cognitive scientist: Do manipulatives help students learn? American Federation of Teachers. https://www.aft.org/ae/fall2017/willingham This cite was used to support the idea of hands-on learning and the use of manipulatives. | |

All Materials Pictured are used during the Guided and Independent Practices.

A screenshot of a computer

Description automatically generated

A screenshot of a computer

Description automatically generated

A screenshot of a computer

Description automatically generatedA computer screen shot of a website

Description automatically generated

A computer screen shot of a dress

Description automatically generated