| **Weekly Lesson Plans** | | | | | | | |
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| **Subject: Examining the Teaching Profession** | | | **Week of: 8/25-8/29** | | | **Teacher: MISS ADKINS** | |
| **Lesson Element** | **Monday 8/25** | **Tuesday 8/26** | | **Wednesday 8/27** | **Thursday 8/28** | | **Friday 8/29** |
| **Standard:** | ET-ETP-2  2.1 Research the history of FCCLA and/or FEA.  2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing  characteristics of FCCLA and/or FEA.  2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for  community service and professional growth and development | ET-ETP-2  2.1 Research the history of FCCLA and/or FEA.  2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing  characteristics of FCCLA and/or FEA.  2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for  community service and professional growth and development | | ET-ETP-2  2.1 Research the history of FCCLA and/or FEA.  2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing  characteristics of FCCLA and/or FEA.  2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for  community service and professional growth and development | ET-ETP-2  2.1 Research the history of FCCLA and/or FEA.  2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing  characteristics of FCCLA and/or FEA.  2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for  community service and professional growth and development | | ET-ETP-2  2.1 Research the history of FCCLA and/or FEA.  2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing  characteristics of FCCLA and/or FEA.  2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for  community service and professional growth and development |
| **Learning Target:** | I am able to recall facts about FCCLA’s history mission, purpose, motto, colors, official dress and other distinguishing  characteristics. | I am able to understand the role of student organizations in leadership development. | | I am able to understand the role of student organizations in leadership development. | I am able to analyze the FCCLA  creed.  I am able to understand the role of student organizations in leadership development. | | I am able to recall facts about FCCLA.  I am able to understand the role of student organizations in leadership development. |
| **Success Criteria:** | I can restate the mission in my own words.  I can give one example of how the purpose applies to students today. | I can identify at least one leadership skill gained from FCCLA.  I can explain the deeper meaning of the FCCLA creed. | | I can identify at least one leadership skill gained from FCCLA.  I can explain how involvement prepares members for future careers. | I can identify at least one leadership skill gained from FCCLA.  I can explain how involvement prepares members for future careers. | | I can identify at least one leadership skill gained from FCCLA.  I can explain how involvement prepares members for future careers. |
| **Activation of Learning:** | Q: What do you know about FCCLA already? Make a short list of at least 4 things and be ready to share it. | Write a paragraph explaining who you are and what you stand for. | | FCCLA colors are white & red. What do those colors symbolize?  (You may use webquest if necessary) | Pick up an analysis sheet and begin to read over the lines. | | Describe FCCLA's official dress in at least 2 sentences. |
| **Focus**  **Instruction:** | ***I Do It:***  Review: What does FCCLA stand for? What kinds of skills are developed as a member and active participant of FCCLA? | ***I Do It:***  Demonstration of Creed Read | | ***I Do It:***  Review- FCCLA PPT  [25-26 INTRO TO FCCLA PPT](https://docs.google.com/presentation/d/1a-Qa2vqeRM-DJVcX_vIe12BvUZeop1zgIWS0JkS5Xnc/edit?usp=sharing) | ***I Do It:***  Demonstration of creed read | | ***I Do It:***  Mini lesson: Show images of official FCCLA dress; explain parts and significance. |
| **Guided**  **Instruction:** | ***We Do It:***  Review: Share a short timeline of FCCLA history with visuals.  Students create a “human timeline” with cards of important events then they must put themselves in chronological order. | ***We Do It:***  Copy creed on paper.  Read aloud together. | | ***We Do It:***  Quick practice of creed | ***We Do It:***  Analysis of Creed WS  [Creed Analysis](https://docs.google.com/document/d/1GUbLShjcL4OLOnX0DMhGI8FeBC2BTYNe_5gHA-J39tI/edit?usp=drive_link) | | ***We Do It:***  PPT-Official Dress: determine if every FCCLA member is in official dress or not. explain why for each.  Practice Creed in New environment (outside field if permitted) |
| **Collaborative Learning:** | ***You Do It Together:***  Pair up & explore FCCLA webquest.  [FCCLA Web Quest Student Questions with site prompts](https://docs.google.com/document/d/1aN4E6BL8OtdcNX3jTiVhKM6RN5OTWRNn/edit?usp=sharing&ouid=115501426687339686476&rtpof=true&sd=true) | ***You Do It Together:***  Pair Activity: In your pairs, paraphrase the FCCLA creed in your own words and compare. | | ***You Do It Together:*** | ***You Do It Together:***  Review analysis and practice reading. | | ***You Do It Together:*** |
| **Independent Learning:** | ***You Do It Alone:*** | ***You Do It Alone:*** | | ***You Do It Alone:***  FCCLA Poster | ***You Do It Alone:*** | | ***You Do It Alone:***  Finish & submit FCCLA Poster |
| **Closure:** | Exit sticky note: Write 1 key historical fact about FCCLA | Check in: How many sentences are in the creed? How many do you already know? | | What is the FCCLA tagline? How is that proven through the creed? | Use 1 sentence to summarize the Creed. | | Quick discussion: How does official dress help represent the organization? |
| **Homework/**  **Support** |  |  | |  |  | | Reminder: Creed Test on MONDAY |
| **Interventions/**  **Enrichments** | -read aloud  -visuals & audio representation  -repetition  -real world skills  -technology implemented | -strategic pairs  -class discussion  -visual and audio representations  -read aloud  -real world connections | | -peer pairs strategically  -Hands on activities  -Demonstration of rules  -Repetition | -demonstration  -read aloud  -repetition  -pairs  -real world connections | | -whole group activity  -read aloud  -repetition  -class game  -class discussion |

Grades: FCCLA Webquest, FCCLA Poster, Class Participation (Class read, class game, pair up activity, closing answers)