**BEHS Fine Arts Department Lesson Plan**

**Teacher: Cathy Russell Grade Level: 9-12 Date(s): Dec.14-18, 2015**

**Content Area: Interior Design**

|  |  |
| --- | --- |
| **CAS Standards Addressed: *[Standard Must be Written]:***  1.13: use appropriate terminology to evaluate Drama and Dance in our final exam | **Student Friendly Learning Targets Congruent to Standard(s):**  **I CAN…evaluate my questions on the exam to find the right answer** |
| **Essential Question:**  **How do Interior Designers find a job**  **How can I evaluate my questions to make an A on my exam?** | **Homework Assignments: Due Date:**   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |
| **Lesson Strategies and Activities:**   |  |  |  |  | | --- | --- | --- | --- | | Mon.  12/14 | Warm-Up | Hands-on  In Library, finish Digital Portfolio (Power Point) | Exit Slip | | Tues.  12/15 | Warm-Up | Hands-on  In Library, finish Digital Portfolio  (Power Point) | Exit Slip | | Wed.  12/16 | Warm-Up | Hands-On  Start Presentations of Digital Portfolio | Exit Slip | | Thur.  12/17 | Warm-Up | Hands-On  Do Presentations of Digital Portfolio | Exit Slip | | Fri  12/18 | Warm-Up | Hands-On  Finish Presentations of Digital Portfolio | Exit Slip | | **Methods of Formative / Summative Assessments (in bold):**  Bell Ringer: Warm-up, Questions, Brain Teaser, Provocation, Flashback  Exit Slip: Questions/Answers, Sketchbooks, Journals, Notes  Oral Questions on \_\_\_\_\_ , Presentation/Performance of \_\_\_\_\_  Peer Evaluation: Chart/Discussion with Constructive Criticism  Student Self Evaluation, Journal, Sketchbook, or Creative Notes  Pre-Test, Quiz, Test, Product  Other [describe]:  ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  **Modifications / Accommodations for Students with**  **identified disabilities:**  Required modifications are provided for students with 504 Plan or other Individual Education Plan (I.E.P.). These may include preferential seating, teacher-generated notes, and additional time to complete tasks, individual prompts, modified tests and instruction, or restatement of instruction. Recorded in Infinite Campus.  **Gifted and Talented differentiation:**  Enrichment opportunities provided in processes, in products, and/or in content. Recorded in Infinite Campus. |
| **Instructional Method/Delivery** (designated above): Direct Instruction, Teacher Feedback, Guided Discussion, Demonstration, Hands-on, Workshop Model, AV/Technology, Partners, Small Group, Rehearsal, Student, Other (described)  **Literacy Inclusion** (designated above): Reading, Writing, Journal, On Demand, Constructed Response, Oral Presentation  **Unit Vocabulary: digital portfolio, narrative, artists statement, design board, basket, French bulletin board, portrait collage, floorplan** | |