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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Students will understand key components of the fashion industry by identifying key fashion designers and their contributions.  **Standard(s):** STANDARD 4 – Fashion Industry: Students will understand key components of the fashion industry. Objective 4: Identify key fashion designers and their contributions.  **Student Learning Goal:** Students will demonstrate an understanding of the fashion industry by completing a one-page summary of a fashion designer and their contributions to the fashion industry, including an oral presentation with visual aid.  **Time Span for SLO Cycle:** Semester | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Students will begin the Standard 4 unit with an activity ([attached](https://webertube.com/download.php?key=e632401284035f28b72f)) that will demonstrate their prior knowledge of designers and their contributions by matching each designer with his or her contributions. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Students will complete a listening guide while learning about famous fashion designers. The teacher will monitor and evaluate student progress using a criteria list to ensure correct identification of the designers and their contributions. | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Students will research a famous fashion designer and create a report and visual aid, adhering to the [provided rubric](https://webertube.com/download.php?key=1b2afd9ad5766175063a). Students will share their findings with the class through an oral presentation. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  (90-100%) |  |  |  |
| **Proficient**  (80-89%) |  |  |  |
| **Approaching Proficient**  (70-79%) |  |  |  |
| **Below Proficient**  (0-69%) |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*   * Introduction Activity * Lecture * Listening guide * PowerPoint * Rubric * Oral Presentation * Visual Aid * Word Document | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*  Presenting students will provide listening students with a half-page listening guide to fill in during the presentation. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?  For students who need additional time and assistance, individualized instruction and/or peer tutoring support will be provided. | | | |
| How will you extend or deepen learning for students who are already proficient?  Advanced students can pass off their criteria list more rapidly and proceed with other projects and/or assignments, or have the opportunity to tutor their peers. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |