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| **Teacher(s):** | PRICE | **Subject:** | Principles of Human Services(B) | **Week of:** |  | January 12-16, 2015 |

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| **DAY** | **TEKS OBJECTIVES** | **LESSON OBJECTIVES** | **ACTIVITIES** |
| **MON** | **TEKS 130.93 c1A**   * Student applies academic knowledge and skills in fashion, style, classics and fads. | * Students will define technical concepts, vocabulary and the proper terminology.     **HOT- WHAT IS CONFORMITY?** | Do Now **(10) –** Complete the ME worksheet.  Direct Instruction (30**) –** Give examples using the key terms on page 18 and identify 2 roles clothingplay and why.  Guided Activity (20) –Complete the definition of all key terms.  Independent Practice/Check for Understanding **(20) –** Using blank paper identify the level of needs usingMaslow’s pyramid. In each area identify at least 3 needs met.  **Re-teach/Wrap-up/Homework (10)** Physical needs, Love and Acceptance, Esteem and conformity. |
| **TUES** |  |  |  |
| **WEDNES** | **TEKS 130.93 c1A,2A**  Student applies professional strategies to adapt language for audience and situations. | * Students will identify the difference between positive and negative personality traits. * Students will describe two ways to improve my personality.   **HOT- WHAT DOES DRESS TO IMPRESS MEAN?** | **Do Now (10) –** Identify 10 accessories for both male and female.  **Direct Instruction (30) – Discuss the effects of peer-pressure, self-esteem, status and identification of the types of clothing worn.**  **Guided Activity (20) –Exploring Personality Traits page 27 Reading aloud.**  **Independent Practice/Check for Understanding (20) Q&A throughout the chapter under each picture.**  **Re-teach/Wrap-up/Homework (10) -** Students will give an example of at least 1 person with self-actualization. |
| **THURS** |  |  |  |
| **FRI** | **TEKS 130.93 c1A,2A**  Student applies professional strategies to adapt language for audience and situations. | * Students will identify the difference between positive and negative personality traits. * Students will describe two ways to improve my personality.   **HOT- WHAT IS PEER PRESSURE IN DRESS?** | **Do Now (10) – Clean clothes means….**  **Direct Instruction (30) – Discuss the effects of peer-pressure, self-esteem, status and identification of the types of clothing worn.**  **Guided Activity (20) –Exploring Personality Traits page 27 Reading aloud.**  **Independent Practice/Check for Understanding (20) – Complete the Exploring You review questions using a complete sentence on page 34 questions 1-10.**  Re-teach/Wrap-up/Homework **(10) –** Review 5 key terms, EXIT TICKET- Give a key term that describes your dress today. |

**Strategies:** Hands On, Peer Tutoring, Small Group Teamwork, Exit Ticket, Think-Pair-Share

**Resources:** Handouts, Textbook

**Vocabulary:** Your Clothes Speak for You