

Teacher(s)	Molina/Reyna	Subject group and discipline	Cosmetology 1		
Unit title <i>Make it catchy</i>	Finger 2 Toes	MYP year <i>9th = 4/ 10th = 5</i>	5	Unit duration (hrs) <i>Not days</i>	45hr

Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Communication	Market and Trends Perspective	Global Context: fairness and development Exploration: Human capability and development social entrepreneurs.

Statement of inquiry Process (Key concept + Related concept + Exploration)

Conceptual Understanding (**Key concept + Related concepts**): *Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.*

Communicating one's perspective is key in marketing trends

Statement of Inquiry (**Key concept + Related concepts + Exploration**): *Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.*

Social Entrepreneurs Communication one's perspective is key in Marketing Trends

Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).

Factual— Line of Inquiry...

Lower level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific **Communicating one's perspective is key in marketing trends** terminology here.

1. What Mani and pedi services do you want to offer?
2. What special promotion do you want to provide?
3. What special promotion do you want to provide?

Conceptual— Line of Inquiry...

Middle level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. How do you want to communicate the offers to the community?
2. How do you deliver special promotions?
3. How is this going to help you monthly income?

Debatable— Line of Inquiry...

Higher level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. **To what extent does** one's perspective of Social Communication become key in Marketing Trends?
- 2.
- 3.
- 4.

Objectives and their strands

Summative assessment

<p>IB Objectives found in your subject guides!</p> <p>Ai. explains and justifies the need for a solution to a problem for a client/target audience</p> <p>Aiii. analyses a range of existing products that inspire a solution to the problem</p> <p>Bi. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.</p> <p>Bii. develops design specifications, which outline the success criteria for the design of a solution</p> <p>Biii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others</p> <p>C. iii demonstrates competent technical skills when making the solution</p> <p>Dii explains the success of the solution against the design specification based on relevant product testing</p>	<p>Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final “S” of GRASPS:</p> <p>Goal): Social Entrepreneurs Communication one's perspective is key in Marketing Trends</p> <p>Role): You have been asked to bring in clientele for nail services. Who will be your clients children men,women,unisex</p> <p>Audience): You will need to convince the General Public that manicures and pedicures are a necessary service and you need to come in on a monthly or biweekly service.</p> <p>Situation): The Challenge involves dealing with clients that are nervous try out new services they haven't tried and sanitary issues.</p> <p>Product): The money flow for nail salon service is low and you have been asked to promote services for your salon. You will be given a box of Nail tips so that you can polish all nail Tips and create a Display to showcase your work in a gallery walk. Then you will upload project to Social media platforms to advertise salon. Your performance needs to have a clear Title</p> <ul style="list-style-type: none"> • Minimum of two pictures • List services provided in accurate information such: Name of salon Address Phone # Price Hours of Operation Logo Promotion expiration date <p>Standards): Ai. Aiii.</p>	<p>Explain the relationship between summative assessment task(s) and statement of inquiry:</p> <p>Social Entrepreneurs Communication one's perspective is key in Marketing Trends</p>
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	Biii Dii	
Approaches to learning (ATL) In order for students to (objective strand), students must (ATL skill). (ATL category: _____, ATL Skill: _____).		
<p>The strategy that will be explicitly taught and practiced teaching strategy. Use the sentence stem in the box above for each ATL skills.</p> <p>In order for students to analyses a range of existing products that inspire a solution to the problem, students must exchanging thoughts, messages and information effectively through interaction. ATL category: Communication, ALT Skills: Communication</p> <p>In order for students to demonstrates competent technical skills when making the solution, students must work effectively with others. ALT category: Social, ALT Skills: Collaboration Skills</p>		
Service Learning Outcomes:		
<p>During this unit students are expected to _____ . In order for their team performance to meet and exceed expectations each student will experience the following service learning outcomes.</p> <p>Students must service two manicures and two pedicures to the following:</p> <ul style="list-style-type: none"> ● Family Member ● Faculty 		

- New Client
- Friend

Action: Teaching and learning through inquiry

<p align="center">Content (TEKS) WRITE THEM OUT</p>	<p align="center">Learning Process <i>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</i></p>
<p>(3) The student demonstrates knowledge of appropriate use of tools, equipment, technologies and materials used in cosmetology. The student is expected to: (A) demonstrate safe and effective use of tools to enhance client services;</p> <p>(b) Introduction</p> <p>(4) Careers in cosmetology include all aspects of sterilization and sanitation procedures and personal care services, including hair care, nail care, and skin care. Students will be expected to develop an understanding of the technical knowledge and skills needed for success in the personal care services industry.</p> <p>(5) The student demonstrates proficiency in executing basic cosmetology services as required for the state practical examination. The student is expected to:</p> <p>(B) demonstrate basic manicure skills and techniques;</p> <p>(2) The student demonstrates knowledge of rules and regulations related to sanitation, disinfection, and health and safety as established by TDLR. The student is expected to: (A) apply knowledge of health and safety policies and procedures in a work setting in compliance with TDLR requirements;</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) demonstrate professionalism in selecting appropriate attire for the profession and work site;</p>	<p align="center">Learning Experiences and Teaching Strategies</p> <p><u>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</u></p> <p>Week 1/Day 1: Orientation/Review/ School Policies and Procedures/ Classroom expectation and procedures</p> <p>Week 2/Day 2: <i>Chapter 25 vocabulary /worksheet/ cornell notes/ Hands on/powerpoint</i></p> <p>Week 3/Day 3:Chapter 25 Hands on Basic manicure/spa manicures/Partner and swatch</p> <p>Week 4/Day 4: <i>Chapter 26 vocabulary /worksheet/ cornell notes/ Hands on/powerpoint</i></p> <p>Week 5/Day 5: Chapter 26 Hands on Basic Pedicures/spa pedicures/Partner and swatch</p> <p>Week 6/Day 6:Chapter 25 Manicuring /Chapter 26 Pedicures</p> <p align="center">Formative Assessment <i>(formative /summative)</i></p>

	Chapter 25 Quiz 2 weeks, Chapter 25 Quiz 4 weeks Chapter 25 Test 5 week, Vocabulary quiz A,B,C,D,E, Chapter 26 Quiz 6 weeks, Chapter 26 Quiz 8 weeks Chapter 26 Test 9 week, Vocabulary quiz A,B,C,D,E,		Fingers 2 Toes Project
	Differentiation (Consider your student population, their special accommodations and modifications and language supports) Pictures, I do-we do- you-do,Morning and after school one-one tutoring.		
	Content: Process: Product:		
Resources:			
State Resources	Text Books, Consumables, Etc.	Online Resources	Technological Resources
1. TEKS 2. Scope & Sequence 3.	4. GRASPS 5. Principles into Practice 6. IB Subject Guide - Language & Literature 7. Milady Cosmetology Textbook	8. Padlet 9. Quizlet 10. Quizzz 11. Edpuzzle 12.	11. Ipads 13. Laptop 14. Electronic devices

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

Prior to teaching the unit	During teaching	After teaching the unit
	<p>What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?</p>	<p>For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.</p>

<p>Why do we think that the unit or the selection of topics will be interesting?</p> <p>What do students already know, and what can they do <i>As students put in to practice what was taught in the unit it helps them reflect and holds them accountable for their learning.</i></p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit? <i>My prior experience has been that not all students will love manicures and pedicures. As the facilitator I set the expectation to all students must experience the lesson and hand-on as they are fingering their individual interest as a professional.</i></p> <p>What attributes of the learning profile does this unit offer students opportunities to develop?</p> <p>What potential interdisciplinary connections can we identify?<i>Students will be able to relate some knowledge to their chemistry and biology classes</i></p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning?<i>Public is a great avenue for meaningful learning as we service the community, faculty and students.</i></p> <p>What in the unit might be inspiring for community or personal projects?<i>Community involvement will help students grow and evolve as professionals as they strengthen what they have pre learned salon services.</i></p> <p>Could we develop authentic opportunities for service learning?</p> <p>How can we use my students' multilingualism as a resource for learning?</p>	<p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>
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