Lesson title: Folio Section 3

Teacher (Your) Name: Miss Stark

Lesson duration: 80 minutes

Content Area: Design and Technology

Grade/Age/Year Level: Yr 12

Date/time of delivery: Thursday, 1:45 pm to 3:05 pm

Learning Intentions:	Learning Outcomes/ Success Criteria:
Students will have a clear understanding of what is expected of them in section three of the major portfolio.	Students will be able to create and design their own folio section 3 relating to the need of their overall major design project.

Curriculum/ Syllabus/ Framework Links (specific to your setting/geographic region) and the **GENERAL CAPABILITIES** (Australian Curriculum):
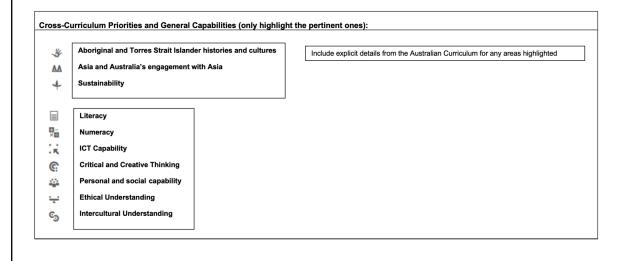
H5.1 manages the development of a quality major design project.

H4.3 evaluates the processes undertaken and the impacts of the major design project

General Capabilities:

Literacy - students will need to compose their own folio which includes ongoing evaluations, research etc.

Personal capabilities - students need to ensure they are pushing themselves to complete folio sections including their assessment task 1.

Cross-Curriculum Priorities and General Capabilities (only highlight the pertinent ones):

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Include explicit details from the Australian Curriculum for any areas highlighted

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and social capability
- Ethical Understanding
- Intercultural Understanding

Differentiation

92% of students at Hurlstone Agricultural High School are EAL/D learners. This means they need to be catered to in the classroom. Strategies that can be implemented in the classroom include;

The slide presentation will have physical written words as students may find it easier to follow along with and understand the content as they can take their time breaking down the words etc.Highlighting the key words makes it simpler for students to understand what is being asked of them.

Important Content Connection:

- Evaluations
- The major design folio (syllabus criteria)

Theoretical connections:

- Group and class discussions
- Transformative learning
- Evaluation
- Creating their major work

Equipment/ Materials/ Resources:

- Laptops
- Student MDP diary
- Folio section 3 slides
- Major folder hand outs

Components	Anticipated Learner Responses	Teaching Notes	Evidence of Learning
Learning activities and key questions (and time allocation).	*...and solution strategies (potential barriers or misconceptions).*	*List adaptations / accommodations for Diff, Mod, Ext, HOT, EALD etc.* SLIDES PRESENTATION	*State the assessment strategies that will be used to determine what the students/children have learned.*
INTRODUCTION			
1) Settle the class and have the presentation ready on the board. **2)** Explain to students the learning intentions and			

success criteria.			
DEVELOPMENT (instructional strategies/ steps)			
3) Go through folio section 3 slides and explain to students what is required of them. Allow them to ask any questions. **4)** Give students time to write notes based on the slides. **5)** Have 2 practice exam questions on the board for students to answer collaboratively. **6)** Get students to answer the questions and hand them back to you.	Breaking down the folio sections into a more simplified version. Breaking down the question into key parts so it is simplified yet clear.	Make sure students send you something for assessing.	Formative assessment - students will need to hand back their chosen practice question for you to assess and mark how well they understand the content taught.
CONSOLIDATION (practice, extension)			
7) Give students their folders and explain them. **8)** Give students time to work on their assessment task 1. Explain the first step.	Students will get time to work individually, this will help with not overwhelming the students with verbal words or instructions.	Have student folders ready for the lesson with the students' names.	
CLOSURE (reflection, connections)			
9) Hand out student diaries and get them to fill them out in depth. **10)** Summarise the lesson.			Formative assessment - students email their folio (drafted) for you to assess and give some feedback. This will hopefully improve their overall folio.

Pre-service teacher reflection:

Teacher reflection: