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| **Name:** | **Grade Level:** |
| **Topic/Central Focus:** | **Course for which unit is developed:** |

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| **Cumulative list of Standard(s) to be met in the Unit:** (specific standards/ benchmarks will be listed in each lesson) | | |
| **Unit Learning Targets** | | |
| **What will students know?**  *Use standard and curriculum to list explicit information to be learned including people, places, dates, vocabulary, formulas, etc.* | **What will students understand?**  *Use standard and curriculum to determine the BIG IDEAS being taught in the unit. Big ideas are the “suitcase” that holds the knowledge and skills together.* | **What will students do?**  *Use the standard and curriculum to list the skills students will work on in the unit. Skills should begin with a “Bloom’s verb” and be specific.* |
| **Pre/Diagnostic Assessment:** (What tools and procedures will be used to provide data about what students know about the central focus and can do at the beginning of the learning segment?) | | |
| **Summative Assessment:** (What tools and procedures will be used to provide data to demonstrate that the students met the Central Focus and objectives at the end of the Learning Segment?) | | |
| **Describe how your summative assessment meets the unit learning targets:**  (Justify and explain your assessment choices.) | | |

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| **Name:** | **Grade Level:** |
| **Topic/Central Focus**  *A description of the important understandings and core concepts you want students to gain in the lesson.* | **Subject:** |
| **Time Frame:** *List the length of the lesson* |

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| **Standard(s) to be met in the lesson:**  *Quote the standard – number and text* | |
| **Learning Objective:**  (Will include a strong verb)  *Include an observable student action with a measurable outcome.*  Example: The student will be able to (TSWBAT) explain one unintended consequence of WWI. | **Assessment Tool(s) and Procedures:**  (Will be a noun with explanation)  *Method, tool, or grading system used to assess student learning of the objective.*  Example: Rubric, checklist, worksheet, etc. with explanation of how it will be used. |

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| **Research-Based Best Practice used in lesson and why it is appropriate/useful**  *Name and describe an instructional strategy you have learned in class and why it is appropriate for this lesson* | |
| **Student Engagement used throughout the lesson**  *Give a description of how you get students actively involved in this lesson.*  *(student/teacher, student/student, student/small groups, student/materials, student/technology, etc.)* | |
| **Key Vocabulary:**  *List the key vocabulary of the discipline needed to be successful in this lesson. Include vocabulary that will be introduced in the lesson and also prior knowledge vocabulary necessary to understand concepts.* | |
| **Materials:**  *List instructional materials needed by student and/or teacher* | **Technology:**  *List technological tools used in the lesson as is appropriate or meaningful for the lesson (not required)* |
| **Faith/Values Integration:**  *Include strategies for faith and values integration as is appropriate or meaningful for the lesson (not required)* | |
| **Assets (Knowledge of Students: personal, cultural, community)**  *Define the prior knowledge and experiences students bring to the lesson.*  *Will primarily be completed when lesson is actually taught in a field experience or ST setting.* | |

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| **Differentiating Instruction**  *Identify the elements of the lesson that are differentiated (content, process, product). Identify the student characteristic you will use to differentiate (readiness, interest, learning profile). Explain how you differentiate (whole class, groups of students, individuals, or students with IEPs or 504 plans)*  *Consider the prompts above and circle areas of differentiation in the lesson. Define or explain.* |
| **Procedure with time allotments:**   1. **Hook/Engage/Pre-Assess Students**   *Intentionally prepare students for the lesson.*   1. **Communicate the purpose of the lesson to students (objective/assessment)** *Clearly state the purpose of the lesson in student language* 2. **Instructional Sequence:** *Thoroughly define the instructional steps. Use bullets or numbers to list each step.* 3. **Closure:**   *Teacher and/or students should revisit the purpose of the lesson*. *Strive to have students be involved in this process.* |

**Analyzing Teaching (Reflection):***Complete after the lesson is taught.*

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| **Give evidence that the lesson was successful for students meeting the learning objective(s).** | |
| If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below. | |
| **Clearly state each change you would make.** | **Explain why and how you would change it.** |
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