Lesson Plan

Date:

Subject: Grade:

Topic: Essential Question (from unit, if applicable):

Materials:

|  |
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| **Stage 1- Desired Results – you may use student friendly language** |
| What do they need to understand, know, and/or able to do?Outcome(s) and Indicators:Professional Growth Portfolio/Teacher Education Certification and Classification Goals (expessed in ePortfolio) addressed: |
| **Stage 2- Assesssment** |
| Assesssment FOR Learning (formative) Assess the students during the learning to help determine next steps.   |
| Assesssment OF Learning (summative) Assesss the students after learning to evaluate what they have learned. |
| **Stage 3- Procedures:**Motivational/Anticipatory Set (introducing topic while engaging the students)Main Procedures/Strategies:Closing of lesson: |

Personal Reflection: What went well; what could be improved? How do you know? Further actions?

Broad Areas of Learning:

* Sense of Self, Community, and Place
* Lifelong Learners
* Engaged Citizens

Cross Curricular Competencies:

*Goals to Develop Thinking:*

* Think and learn contextually
* Think and learn creatively
* Think and learn critically

*Goals to Develop Identity and Interdependence*

* Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
* Understand, value, and care for others
* Understand and value social, economic, and environmental interdependence and sustainability

*Goals to Develop Literacies*

* Construct knowledge related to various literacies
* Explore and interpret the world using various literacies
* Express understanding and communicate meaning using various literacies

*Goals to Develop Social Responsibility*

* Use moral reasoning processes
* Engage in communitarian thinking and dialogue
* Take social action

How did you meet the BAL and CCC’s that you identified?

\*Adapted from Understanding by Design (McTighe and Wiggins, 1998)