



## Standards-Based Lesson Plan

(200 points)

### What is the Assignment?

Create a curriculum map and standards-based lesson plan for the students at your specific school that you described in your learning community case study assignment (2 parts)\*

- **Part #1: Create a curriculum map for the first semester of teaching at your school**
  - Choose a grade level and ONE subject that you will teach at your school
  - Choose the standards/objectives that you will want to cover in first semester
  - Determine the dates when objectives will be taught over the first semester
- **Part #2: Choose one very important objective from curriculum map and create a lesson plan. Your standards-based lesson plan will consist of 4 sections:**
  - Part 2A: Standard & Objectives
  - Part 2B: Assessments
  - Part 2C: Instruction
  - Part 2D: Accommodations

**\*NOTE:** Substitute “Standards-Based Lesson Plan” with “Counselor Plan”, “Principal’s Plan”, etc., if other career is intended other than teaching.

- **Plan ahead:** You have about 5 weeks to complete this assignment
- **Submission:** [Submit to Laulima Assignments](#) by the due date handout found in Modules.
- **Video Instruction:** [Click here if you need instructor to talk you through the assignment](#)

### How is the Assignment Graded?

- An “A” paper will have the following criteria: [Click here for the overall scoring rubric](#)
  - **Part #1: Curriculum Map (100 pts)**
    - ☐ Your map includes curriculum for one grade level and one subject
    - ☐ Your map includes dates for one semester
    - ☐ Your map includes appropriate and clear objectives for each date

THINGS TO DO



- **Part #2A: Lesson Plan – Standard/Benchmarks (25 pts)**
  - ☐ Standard/benchmark in plan is clearly identified and is appropriate
  - ☐ Your performance benchmark is written out and included.
  - ☐ Your rationale for benchmark is appropriate and in-depth (6 sentences)
- **Part #2B: Lesson Plan - Assessment (25 pts)**
  - ☐ You choose assessments to “match” each benchmark’s action verb.
  - ☐ You provide a sample example of each assessment
  - ☐ You provide an appropriate scoring tool for each assessment
- **Part #2C: Instruction (25 pts)**
  - ☐ Your instruction is written out correctly (steps, detailed, who is doing action)
  - ☐ Your instruction is appropriate for students to reach benchmark
  - ☐ Your instruction includes 5 appropriate strategies clearly identified in steps.
- **Part #2D: Accommodations (25 pts)**
  - ☐ You include four types of accommodations: learning styles, different cultures, special education, and English Language Learners (ELL).
  - ☐ Your description of each accommodation is appropriate
  - ☐ Each accommodation is appropriate to the lesson
  - ☐ Each accommodation description is in-depth (3 or more sentences/bullets)
  - ☐ Each accommodation described includes text and web resources to support

### What Does an “A” Assignment Look Like?

**PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!**

- Example #1 – [Curriculum Map](#)
- Example #1 – [Curriculum Map with instructions embedded](#)
- Example #1 – [Standards-Based Lesson Plan](#)
- Example #1 – [Standards-Based Lesson Plan with instructions embedded](#)

### Why Are We Doing This Assignment?

Now that you have examined your school’s learning community in-depth, you have a much better idea of the context in which you will try to teach your students. Knowing your learning community allows you to develop curriculum and lesson plans that are specifically geared to address challenges to your students’ learning and to use the resources and support that your learning community provides. This assignment will become part of your teaching portfolio in ED 295 Service Learning.

A+



## Extended Assignment Instructions & Comments

### PART 1. Creating a Curriculum Map

1. **Choose a grade level and ONE subject that you will teach the students at your school**
  - For example, 4<sup>th</sup> grade math, 3<sup>rd</sup> grade science, 9<sup>th</sup> grade US history
2. **Decide the benchmarks that you will want to cover for the first semester for your grade level and that ONE subject. Include the Benchmark's Identification (e.g., K.RL.1)**
  - Benchmarks for Public Schools in Hawai'i:
    - [DOE Standards Website](#)
    - Choose the benchmarks for Common Core Standards. If your content area is not covered by Common Core Standards, then choose HCPS III.
  - Benchmarks for Private Schools or for public schools outside Hawai'i.
    - Private Schools are not required to use standards-based curriculum and may develop their own curriculum. Check with school.
    - Public Schools outside Hawai'i may use other standards-based curriculum. Check with school.
  - You may copy and paste directly from the Standards website the benchmarks chosen into your curriculum plan; however do not include anything except standard and benchmark. Do not include Sample Performance Assessment if you use HCPS III.
3. **Plan the dates when the benchmarks will be taught during the first semester for your grade level and that ONE subject.**
  - It is okay to group several benchmarks together (known as a unit plan).
  - Use your school's academic calendar to plan out the dates for the benchmarks that you want to cover for the first semester.
    - [DOE School Calendar](#)
    - Remember to account for the days and events that might lessen the number of days that you can actually teach the benchmarks.
      - For example, the first and last week of school, holidays, long vacations, sick days, rallies, fire drills, half-days for faculty development, etc.

Choosing what to teach can be challenging for a new teacher. Here are a few suggestions for choosing which benchmarks to teach (make sure to give credit to those who helped):

\*Use **40/40/40 rule**.

\*Work with a colleague, ask a veteran teacher at your school, or use [DOE benchmark maps](#) to help you create your plan.

\*Use the internet to search for curriculum maps for your grade level and subject.

However, it is very important to note that YOU are the teacher and you ultimately decide what and when to teach your benchmarks! Hopefully, you will find, though, that the DOE standards/benchmarks reflect many of the Big Ideas that we would choose ourselves and many benchmarks do represent the 40 year side of the 40/40/40 rule.

## **PART #2. Standards-Based Lesson Plan**

Now that you have a curriculum map to guide you through your first semester of teaching, the next step is to develop lessons based on the benchmarks from your map. In part #2, you will write a standards-based lesson plan by selecting a benchmark, assessment(s), instruction, and accommodations and organizing them using a **standards-based lesson plan format**.

The good news is that writing a standards-based lesson plan follows the same steps that you did when you created your Backward Design Focusing Activity Lesson Plan. So, if you feel comfortable choosing appropriate lesson objectives, assessments, and instruction, then this assignment will be relatively easy! If you still feel a bit uncomfortable with the lesson planning process, then this section will serve as an excellent review!

### **2A. Choosing a Standard/Benchmark**

All effective lesson plans begin with the selection of an objective (also known as benchmark, purpose, goal, outcome, etc.). Whatever the latest educational terminology, it is important to choose an objective first when creating lessons because if you aren't clear what you want your students to do, then they will not know either.

**1. Review the resources below before choosing your lesson benchmark.**

- Read [Text pdf \(pgs. #345-349\) for a general overview of instructional objectives.](#)
- [Review Backward Design Lesson Planning for determining and writing lesson objectives \(40/40/40 rule\)](#)

**2. Review the benchmarks in your curriculum map and CHOOSE ONE BENCHMARK that you think is very important to teach.**

- Choose only ONE benchmark to keep your lesson plan simple (every benchmark chosen requires an assessment).
- If you had to teach one benchmark for the entire semester, which one would it be!

**3. Defend the ONE benchmark in your curriculum map that you chose by writing a one-paragraph rationale on why it is so important for your students to demonstrate that benchmark.**

- Focus on benchmark's importance for learning the content, not on your own personal experience on why benchmark helped you.
- For Learning Community ENG 200 students, this paragraph can be part of your Lesson Plan Rationale Assignment.

## **2B. Choosing Assessment(s) to Measure Your Benchmark**

Gathering evidence of students reaching the benchmark in your lesson is probably the most critical aspect of lesson planning. If evidence of learning cannot be gathered, then there is no way to determine the effectiveness of the lesson and thus, the effectiveness of the teacher. Assessments are chosen based on how well they can gather evidence of the benchmark, which I refer to as “matching” the benchmark.

**1. Review the resources below before choosing your lesson assessment.**

- Read [Text pdf \(pgs. #303-317\) for a general overview of assessment](#)
- [DOE Assessment Homepage](#)
- [Backward Design Lesson Planning – Determining Lesson Assessments](#)

**2. Identify the action verb(s) in your benchmark and underline it/them.**

- The action verb is the word in your benchmark that represents what your students are “doing” to demonstrate that they reached the benchmark.
- Action verbs are represented in Bloom’s taxonomy.

**3. Identify and choose an assessment(s) that “matches” each action verb(s).**

- Apply the “Matching Rule” found in Backward Design Lesson Planning for determining lesson assessment.
- Remember if you have 2 action verbs (identify and evaluate), then you need to match an assessment for “identify” and match an assessment for “evaluate”

**4. Provide a sample of each assessment chosen. No need to create the whole assessment if too large, but please feel free to do so.**

- If one of your assessments is an essay, then provide the essay questions.
- If one of your assessments is a quiz, then provide some sample quiz questions.
- If one of your assessments is a project, then provide the project instructions.

**5. Provide the scoring tool(s) and scoring criteria for each assessment chosen.**

- If the assessment is closed response, provide the answer key and scoring criteria
- If the assessment is open response, provide the rubric, and scoring criteria.
  - See Backward Design Lesson Planning – Creating Rubrics Section

## **2C. Choosing Instruction for Your Lesson**

Although two teachers might have the same benchmark in their standards-based lesson, HOW we instruct our students is what really sets one teacher apart from another teacher. While one teacher may lecture and have students do boring worksheets, the other teacher might do group projects and presentations. Which teacher would you rather have as a student?

In this section, you will choose the engaging and motivating instructional activities that will provide your students with opportunities to demonstrate the benchmark.

**1. Review the resources below before choosing your lesson instruction.**

- [Read Text pdf \(pgs. #349-356\) for a general overview of instruction](#)
- [Review Backward Design Lesson Planning for determining instruction.](#)
- Google “lesson planning” and you will find thousands of resources:
  - [TeacherVision](#)
  - [Teachers.Net](#)
  - [Lesson Plans for Teachers](#)
  - [Discovery Education](#) – Click on Lesson Plan Library

**2. Choose engaging and motivating instructional activities that provide opportunities for your students to demonstrate the action verbs in your lesson benchmark.**

- Finding a fun and engaging activity can sometimes be challenging, but remember that if you apply the 7 CREDE teaching strategies the lesson instruction becomes much more student-centered, and thus, more engaging!
- See Backward Design Lesson Planning – determining lesson instruction - CREDE

**3. Write out the steps for your instructional activity.**

- Again, see Backward Design Lesson Planning – writing lesson instruction for guidance.

**4. Identify at least 5 instructional strategies in your lesson instruction.**

- At the end of instructional step, write the name of the strategy in parenthesis.
  - For example:
    1. Teacher lectures for 15 minutes about global warming. (direct instruction)
    2. Teacher then asks students to come up with solutions for global warming (problem-based learning).
    3. Teacher puts students in random groups to discuss possible solutions (heterogeneous grouping) and assigns roles for students to work on different aspects of the problem. (cooperative learning)

**3D. Choosing Accommodations for Your Lesson**

Because your students don't all learn the same way, teachers have to make adjustments and accommodations in their instruction for those differences. At any one time in your career, you may have several students with learning challenges, behavioral or emotional issues, physical challenges, various cultural and ethnic backgrounds, and students with limited English proficiency. How is it possible to deal with everyone's diversity in your classroom at once? Isn't that impossible?

The secret is not making adaptations for a particular student in your instruction, but having instruction that will naturally make adaptations for your students regardless of their background.

It turns out that instruction that is student-centered, meaningful, teacher modeled, and provides opportunities for students to talk, think, choose, and collaborate using new academic language will allow everyone, regardless of their particular challenge, a chance to learn to their potential. (Sound familiar? CREDE anyone?)

In this final section for your standards-based lesson plan, you will identify the accommodations in your lesson that will ensure that ALL your students have opportunities to demonstrate the benchmark.

**1. Review the resources below before choosing your lesson accommodations.**

- [Read Text pdf \(pgs. #356-363\) for a general overview of lesson accommodations](#)

**2. Describe (at least 3 sentences or bullets) how the instruction in your standards-based lesson accommodates for EACH of the following 4 types of diversity listed below.**

- Note – Addressing these types of diversity are a normal part of a DOE lesson plan and as a DOE teacher you will be required to describe how your lesson accommodates for that diversity. If you find that your lesson plan above does not completely accommodate for your diverse learners, then please feel free to add/adapt/change your instruction above so that it does.

1. Different Learning Styles
2. Different Cultures
3. Special Education (SPED)
4. English Language Learners (ELL)