

COLLEGE OF EDUCATION UNIT/LESSON PLAN FORMAT

A unit plan is a teaching approach in which materials from one subject or from several subject areas are related to a central concept.

Subject: _____

Lesson Title: _____

Grade/Age Level: _____

- I. **BIG IDEA** – Broad scope/concept of what is being covered
- II. **STANDARD(S)** – (i.e., state, national)
 - a. WV Content Standards and Objectives (WVCSOs)
 - b. 21st Century Skills
 - i. Information and Communication Skills
 - ii. Thinking and Reasoning Skills
 - iii. Personal and Workplace Skills
 - c. National Content Standards (i.e., NCTM, NCTE, NCSS)
- III. **KUD's (KNOWs, UNDERSTANDs, and DOs)**
 - a. Student Goals (Essential Concepts)
 - i. Students will **KNOW**...
(facts, names, dates, places, vocabulary, definitions, etc.)
 - ii. Students will **UNDERSTAND** that...
(essential truths that give meaning to the topic)
 - b. Student Objectives (Measurable Skills)
 - i. Students will be able to **DO**...
(Use verbs or verb phrases – i.e., describe, analyze, solve, write, evaluate, contribute, use)
- IV. **RESEARCH-BASED INSTRUCTIONAL STRATEGIES** (i.e., flexible grouping, summarizing, journal writing, problem solving, foldables, manipulatives)
- V. **MATERIALS/RESOURCES/WEBSITES**
- VI. **MULTIPLE ASSESSMENTS/RUBRICS (EVALUATE)**
 - a. Formative Assessment – strategies performed in or outside of class that allow you to see whether or not the class has mastered the day's objectives - written or oral work, questioning, checklists, graphic organizers, group explorations, written tests and quizzes, or any additional activities that reveal student comprehension and stimulate critical thinking. Results are used to evaluate and modify further instructional needs.
 - b. Summative Assessment – Summative assessment is the process of evaluating the learning of students at the conclusion of the unit. It is used to determine the students' skills and knowledge and the effectiveness of the unit. **USE THIS TO DESIGN THE INDIVIDUAL LESSON PLANS**

A lesson plan is a detailed plan for each day of teaching.

Differentiated instruction is the process of teaching in a way to meet the needs of students (with differing abilities, interests, learning styles, cultures, etc.) in the same class; providing several different avenues by which all students can learn the same material. **These adaptations ARE to be embedded and recorded throughout the lesson as opposed to being a separate section of the unit/lesson plan.**

- VII. **RATIONALE** – Why am I teaching this lesson and how does it support the unit?
- VIII. **ESSENTIAL QUESTION(S)** - the focus question(s) that identifies and organizes the specific elements of the day's instruction; thought provoking (inquiry, not just recall) – refers back to Big Idea
- IX. **DISCUSSION QUESTIONS** – questions that will be used to generate discussion
- X. **PROCEDURE** – step-by-step lesson development sequential outline of the day's lesson, including:
 - a. **Lesson introduction (ENGAGE)** – a description of the process you will use to prepare the students cognitively for the lesson. These may take the form of a motivational activity, a critical thinking question, or any other interest-generating mechanism, intended to pique curiosity and provide focus for the ensuing activities.
 - b. **Lesson development** – the sequential itemization of activities that occur between the beginning and the end of a lesson. This section will include a variety of instructional strategies-charts, graphs, internet sites, speakers, maps, oral reports, cooperative groups, games, labs, field work, etc. These sequential activities are to be organized in the following sequence for constructive knowledge building:
 - i. **EXPLORE** – Learners are directly involved with material, inquiry drives the process, teamwork is used to share and build knowledge base.
 - ii. **EXPLAIN** – Learner explains the discoveries, processes, and concepts that have been learned through written, verbal or creative projects. Instructor supplies resources, feedback, vocabulary, and clarifies misconceptions.
 - iii. **ELABORATE** – Learners expand on their knowledge, connect it to similar concepts, apply it to other situations – can lead to new inquiry. Learners are presented with new learning tasks and called on to use their developing knowledge to negotiate the new task.
 - c. **Lesson summary** – process used to bring the lesson to an end and set up the next day's plan of study
 - d. **Lesson contingency** – what you will do if you have extra time

Reflection and Revision are done on a daily basis, but also for the entire unit.

- XI. **Reflection and Revision** (only after you have taught the lesson)
 - a. **Reflection** – a candid, after the lesson examination of your effectiveness in preparing and executing instruction on that day. Reflections describe your teaching on that day, the manner in which students reacted and degree to which they mastered the day's objectives, the successful (and not-so-successful) elements of the lesson. Address the effectiveness of differentiated instruction through the lesson.
 - b. **Revision** – discussion of what you will do differently the next time you teach a lesson. Do NOT change original lesson plan, but if you were to teach it again, how would you change it?